



Don't shut the door in '84

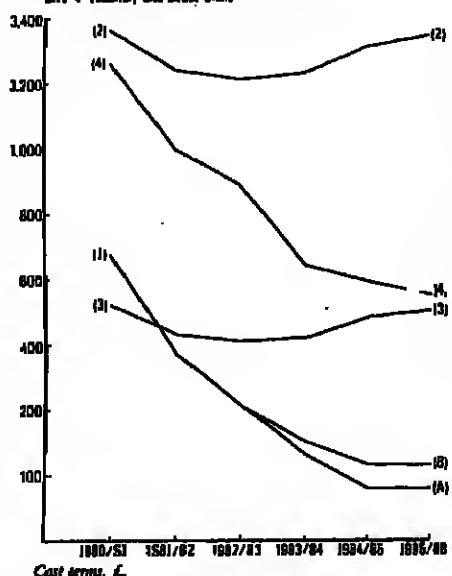
Today the members of the committee of the National Advisory Body, the governing council of the organization which advises the government and the local authorities on public sector higher education, wait on Sir Keith Joseph to lay their doubts before him. Confronted with a prior decision that resources for advanced further education should come down next year by 10 per cent, first the NAB board headed by Mr Christopher Ball, and second, the NAB committee with Mr Peter Brooke in the chair, have been unable to come up with a recommendation: instead they have decided to make one more attempt to persuade Sir Keith to find more money in the hope that, by hook or by crook, they can prevent access to higher education being narrowed.

It is, of course, always possible to make out a strong case for spending more money on a good cause, especially in a world where employment opportunities are closing. But "more money" is rarely a real option. It is not a real option now when Sir Keith is faced with the need to make cuts in his 1983-84 budget of £35 million, and the arguments for next year's Rate Support Grant are far from favourable. More money, if it is to mean anything at all, can only mean a bigger share of a limited sum allocated to higher education; or, to put it another way, a change in the balance between universities and the public sector.

This is what today's meeting is about and this is why the universities will be following the argument closely. For many months now NAB has been examining the implications of a 10 per cent cut. The situation in the colleges has been

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numbers since 1980 - an increase which was out of line with government policy, although in the recent election, the government took credit for it. As a result of this growth, spending on advanced further education has gone up instead of down. The 10 per cent cut proposed for 1984-85 is an attempt to bring colleges more

neatly into line.

The universities, on the other hand, have "cooperated" with the Government. Being dependent on the University Grants Committee for the main bulk of their recurrent funds, they have had no option but to follow the downward UGC projections of numbers and curb their entry in such a way as to preserve the "unit of resource". Preserving the unit of resource means keeping unit costs steady so that, in straitened circumstances, it is still possible to put the same volume of resources at the disposal of each student.

A straight 10 per cent reduction in numbers in the polytechnics and colleges would preserve the public sector unit of resource (provided i.e.s. are also continued to draw on their own funds), but only at the price of a sharp reduction in opportunity for the 18-19-year-olds of 1984 and after. There are those in the polytechnics who believe this is what should now happen: that they should follow the universities, restrict their entry to preserve the unit of resource and put the blame on the Government for the raw deal offered to the next generation of students.

This does not seem to be the prevailing view in NAB. A majority of members favours some sort of compromise on access if a 10 per cent cut must be accepted, and although no agreement has been reached, a lot of attention is likely to be paid to Mr Ball's stated view that a 7 per cent cut in entry numbers (meaning a 14 or 15 per cent cut in resources per student) is about as far as NAB can reasonably go.

If this is the recommendation which eventually goes to Sir Keith Joseph, and he approves it,

this would still involve a cut of 5,000 in the number of higher education places on offer in 1984, to an age group only marginally smaller than that from which the 1983 entry was drawn. (The public sector age participation rate would fall from 5.85 per cent to 5.4 per cent.) So far, the predicted fall in participation has been averted by the enterprise of the public sector and the willingness of the i.e.s. to "top up" spending from their own funds. Each turn of the local government financial screw makes it more difficult to overspend; Mr Jenkin's forthcoming Bill may effectively rule it out.

So the attention turns to the university sector. The figures published last week by the DES show a widening gap between the unit costs of the two sectors of higher education. While, between 1980 and 1985, unit costs in advanced further education are projected to fall by 25 per cent (about £650 - £700 a head a year), those in the universities fall by only £20. Those who believe that the public sector has been right to go flat out to keep opportunities open are bound to note that it would be a fairly simple and relatively painless matter for the universities to take in 5,000 more students in 1984 without any increase in UGC grant. The unit resource would shade by less than 2 per cent.

This is what Sir Keith is likely to be told - if not by NAB in so many words, because university finance and numbers are outside its terms of reference, certainly by officials and interested parties, who rightly believe that it would be indefensible to cut opportunities in order to preserve a widening differential between the two sectors of higher education.

Muslim claims council rigged parents' meeting

by Bert Lodge and Diane Spencer

An education authority has been accused of planting Asian "touts" to disrupt parent meetings called to hear the implications of their children's school becoming Muslim.

The allegation was made in a letter from Mr Riaz Shahid, secretary of the Muslim Parents' Association, to Mr Gordon Moore, chief executive of Bradford city council. Earlier this year the MPA made a formal request to have five schools in the city re-designated Muslim-aided. Since then the education authority has been carrying out consultations with the local community including parents' meetings at each of the five schools.

The meeting for parents of Belle Vue girls' school, the only all-girls secondary school in the city, was "doubtless stage-managed by the local education authority," Mr Shahid wrote.

He then gave the names and addresses of seven Asian men of whom none, he claims, has a daughter at Belle Vue school.

"The authority is trying to divide the Muslim community," Mr Shahid said.

Both Mr Moore and Mr Richard Knight, director of education, have denied emphatically that the meetings were stage-managed.

"We did our level best to make sure the only people who came were those

fathers named by Mr Shahid on her register but explained that girls did not always take their fathers' names so they would be filed separately.

Two of the seven told the *TES* that they had a daughter at Belle Vue. The rest could not be contacted.

Mr Shahid's letter also complains that while the Bradford authority had more than an hour to state their case the Muslim Parents' Association was not allowed to put forward its own.

"The purpose of the meeting was not to have a debate," Mr Knight said. "It was simply to report the proposals and receive views - like the procedure at a school closure meeting. We have told Mr Shahid that if he wishes to arrange a meeting where he can put his own views it is up to him. He wanted to try and turn the parents' meeting into a debate."

"The matter will come before an education sub-committee in September and Mr Shahid has been invited to attend."

Mr Shahid is well-known in the city as a forthright champion of Islam. For years he has presided over the education authority in respect of the special needs of Muslim children and last autumn term a memorandum was issued to schools to make concessions in matters of dress and prayer facilities.

Halal meat will be supplied to Muslim children in some Bradford schools, an education sub-committee began in September and if successful will be extended. Halal meat requires that the animal be healthy and conscious at the point of death.

Invitations had to be produced at the door," Mr Knight said.

Mrs Patricia McElroy, head of the school, could trace only one of the

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Liverpool scores first with fixed-term ban

by Richard Garner

Liverpool has become the first i.e.a. to stop the use of fixed-term contracts for teachers as one of a series of moves which will give better job prospects to the newly-qualified.

The move by the new Labour rulers means that between 100 and 200 teachers employed on such contracts can now have a full-time job.

Local representatives of the National Union of Teachers warned there would be a repeat of the strike action last year if there were any attempt not to renew contracts.

Meanwhile, a deal has been struck between Labour-controlled Nottinghamshire County Council and its teachers which, according to both sides, will see a "dramatic reduction" in the use of fixed-term contracts from

September. Under the deal, newly-qualified teachers will be allowed to complete their probationary period in one school - and be guaranteed a permanent contract if they complete the probationary period successfully.

Mr Malcolm Anderson, NUT division secretary, said he felt it would cut down the use of fixed-term contracts by "about half" from its present figure of more than 200. Mr Peter O'Malley, the council's senior assistant director of education for schools, agreed that it would be a "dramatic" reduction.

The two deals have been clinched just as a circular is being sent out to all 104 i.e.s. in England and Wales from the Council of Local Education Au-



Mr Neil Kinnoch, Labour education spokesman, surveys his shattered Ford Sierra following a dramatic 70mph crash on the M4 near Newbury on Wednesday. The car somersaulted for 100 yards after clipping a grass verge but Mr Kinnoch managed to crawl from the wreckage with only minor cuts and bruises.

Latin ousted by science

by Nick Wood

Public school headteachers who last year attacked a recommended core curriculum for the independent sector as the product of outmoded thinking are likely to find their views confirmed by the findings of a national survey of the timetables of 120 schools.

First indications from the survey, due for September publication, which covers preparatory and senior schools attended by boys and girls, suggest that a shift has taken place. Schools - primarily former direct grant grammar schools which are now attracting the most able youngsters - science has pushed Latin off the slate of compulsory subjects up to O level.

The finding is totally at odds with the guide, *Curriculum 8-16*, which advised schools that every child from the age of 11 upwards should study five periods of Latin or classics a week.

According to Mr Martin Rogers, chief master of King Edward's School, Birmingham, who is conducting the survey partly in response to criticisms voiced at last year's Headmasters' Conference, the traditional academic curriculum which is enshrined in the guide, is also under attack from other subjects such as computer studies.

Report warns low pay will deter staff

Able young teachers are unlikely to be attracted to the profession in future because of its relatively low pay, according to new research.

The findings of the research are likely to be studied with keen interest by teachers' leaders who will be meeting local authority representatives next week to discuss ways of collecting background information for future pay negotiations.

The research, compiled by Mr R. A. Wilson and colleagues at the Institute for Employment Research at the University of Warwick, and published in *Higher Education Review*, warns that its conclusions will "undoubtedly result in serious problems of recruitment of able young teachers".

The researchers have produced figures which show that the financial rewards for teachers have slumped in comparison with similar professions. They conclude that the reduction in jobs and selling down of the profession have so far prevented the problem from becoming too acute but add: "As the economy recovers from the recession and if the educational participation rate rises this situation could soon change."

"Any further deterioration in the relative pay of teachers could therefore cause very severe difficulties."

The figures show that the rate of return for teachers was very low in 1973 - just before the Houghton Inquiry recommended massive increases in pay - and again in 1979.

The researchers add that the comparable rate of return for male teachers compared with their counterparts in other professions is worse than for female teachers.

Even with the rise given to teachers by the Clegg report the rate of return has continued to diminish. Between 1979 and 1981 the earnings of males as a whole rose by 40 per cent compared with between 26 and 34 per cent for teachers.

London award rises by 5%

More than 100,000 teachers living in London and the Home Counties are to receive a 4.975 per cent rise in their cost-of-living allowances - backdated to April 1.

Under a deal agreed in the Burnham committee, which negotiates teachers' pay, the allowance for teachers working for the Inner London Education Authority, Barking and Dagenham, Brent, Ealing, Haringey, Merton and Newham will rise from £939 a year to £987. The allowance paid to those working for other London boroughs will rise from £615 to £645 and for those in the Home Counties from £246 to £258.

The deal will cost i.e.s. just over £3m.

Art in the front line

"School B is a small secondary school situated at the edge of what used to be a densely populated area. It is built, like the surrounding houses and factories, of griststone darkened by industry. Its entrance is approached by way of a narrow yard..." One of the many merits of the DES report *Art in Secondary Education 11-16* (page 19) is its determination to stick to local realities rather than to spiral off, as so many other arts reports have done, into mindboggling vagaries. By describing in detail the circumstances in which art is taught in 14 carefully chosen schools, and by identifying as far as possible the teachers' underlying rationale in each, the Inspectorate have done signal service.

One time, who reads that report, surely could be left in thrall to the still regrettably widespread notion that art is a soft option for low-flying pupils (or teachers), though the report does dwell heavily on ways in which even the least "artistic" children can be induced to profit from the subject. The range of potential cooperative projects is endless; absolutely all children can take part. But by emphasizing the elusory and precision with which, in well-planned projects, children are forced to think, the report reinforces its basic premise that this is pre-eminently a subject which can help lead to emotional and intellectual maturity.

Over the past few years craft teachers have been in the vanguard of those crying out against cuts, and with good reason: their equipment is often expensive. The report concedes this point and notes the ingenuity with which they now eke out their re-

sources. Last week saw the formation of a new pressure group, the National Association for Education in the Arts. This report should give them something non-political to work on, which would be no bad thing.

Better profiles

Anybody who read the account in a recent *Ted Wragg* column of a Swinshire staff-meeting on pupil profiles will have chewed on the bard centre to his bon-bon-assessments of that kind require a great deal of time, work and commitment from teachers, and are open to careless abuse.

This week's document from HMI *Records of achievement or 16: some examples of current practice* delivers essentially the same message: there are no quick and easy panaceas to be

found among the variety of forms of record, test and graded test now increasingly being tried as an alternative or supplement to public examination results.

That is not to say that the Inspectorate does not accept the use of such achievement records as an important development. This timely analysis of what is happening, and what is right as well as wrong with current practice, is indeed a recognition of the urgent need to nurse it along in the right direction. Too many schools have been working in isolation, they say.

It needs first to be clear who the profiles should be about, who they are for, what they should include, and indeed what they are for. Difficulties could arise if they were available only for a limited group; and local employers, pupils and the careers service need to be involved in their preparation.

So do many more teachers, and

those who were critical of the reliability and objectivity of assessments they had seen will welcome the proposal for in-service training on assessment techniques.

Will the current Government enthusiasm for pupil profiles push a specific grant in that direction? It would certainly be more straightforward than tackling the other Inspectorate proviso, that the introduction of a school of a record of achievement needs to be accompanied by a review of the curriculum and of approaches to teaching.

no comment

"New Blood Appointment in Medieval Philosophy." From a job advert in the *Education Guardian*.

Second opinion

What is the problem - our children or us?

How unfortunate that Brian Tyler, as the reviewer of *Flying into the Wind* (*TES*, July 1), did not feel free to debate the issues raised in the film rather than to defend his own ubiquitous professional stance. As the writer of the film, I feel no need to defend it or to pick around the holes in Mr Tyler's review. The film stands: not just as a product of one mind, but of many.

But, in the hope of furthering a constructive debate, I would like to articulate something of the point of view which influenced me in the writing of the film.

It is the pros and cons of deschooling. It is much more a film about our attitudes - as adults, parents and teachers - to our children, and the ways we expect them to grow up in the world they of necessity inherit from us. The film begins with the assumption that, from birth, we all have within us a natural instinctive urge to explore, grow and change. That is, to learn.

Having recently looked down a list of 15 major points to watch out for in the recognition of the dyslexic child, I discover that, as a child, I would have qualified for at least eight of these categories. Many years later, my reading ability persists in being painfully slow, my spelling ability is poor, and I still write illegibly with my left hand.

Perhaps it is this kind of experience which gives me a growing sense of distrust of our constant inclination as adults and parents to see our children as having "problems", as being "problematic". Once a child is in school, as parents we become anxious and preoccupied as to whether our child is

dull, normal or bright; if he or she is going to do well in school, stay out of trouble, pass the exams and be a success.

The child inherits the school. It is an established circumstance, which the child enters on trust. The parent introduces the child to school and the child trusts the parent.

The child who does well at school is most likely to be regarded as the best example of the "normal" child. Most of the schools are run by adults who did well at school and therefore regard themselves as being normal. A child who does less well at school is often regarded, at best, as a little dull and in a lot of cases as a slow learner or maladjusted, subnormal (ESN).

Perhaps it is this kind of experience which gives me a growing sense of distrust of our constant inclination as adults and parents to see our children as having "problems", as being "problematic". Once a child is in school, as parents we become anxious and preoccupied as to whether our child is

pleasure in seeing our five-year-old learn to read is also accompanied by a certain sense of relief. The child who does well is promoted within the system; the child who does less well is downgraded; and the child who fails to function is seen as a "problem" and categorized as "abnormal".

Yet, in a different cultural setting, the same "abnormal" problem child - including the child categorized as dyslexic - could easily prove to be the one to excel and hold the advantage.

Most people feel isolated when unable to perform tasks others find easy. Even with the finest of intentions, to label that person as "abnormal" (and never mind the euphemisms, children are quick to see through those) or to recognize the child's "problem", may only increase their sense of isolation. Having recognized the child's problem, we, as adults, provide the solution - an unenviable task which is often totally unacceptable to the child.

The child inherits not only the school but also the consequences of its inefficiencies. Between 1960 and 1976, the number of children labelled as maladjusted rose by 683 per cent. This is just one category, and it is still rising. Children are quick to perceive that they have been singled out as being different or in need of special treatment. Recognition that the child has a problem may not be enough.

Our children are born with a natural instinctive urge to change. As adults, parents and teachers, how can we regard that instinct for change within ourselves in order to meet the growing, urgent needs of our children?

David Leland

David Leland is the author of a series of four television plays dealing with education. Made in Britain, the fourth play in the series is reviewed on page 19, *Letters*, page 14.

MSC's school role 'at an end'

by Mark Jackson

The Manpower Services Commission has "no further territorial ambitions" in the school system, Mr David Young, its chairman, said yesterday. He promised that the commission would confine itself to funding pilot projects of technical education, and leave the education service to run them.

"The success of the projects will depend upon the individual schools and colleges, headteachers, and teachers - our role is virtually at an end," he told the Council of Local Education Authorities conference at Canterbury.

Mr Young said that many of the doubts and fears expressed when the Technical and Vocational Education Initiative pilot programme was announced last December were well founded. They were about whether it would be interested in co-operating, and whether the scheme would be too narrowly based - and divisive - and against the concept of a comprehensive system.

"The one doubt I did not hear was the need - since you have been moving that way yourselves for the last few years," he said.

What the pilot projects had in common was that they crossed the ability range - for girls as well as boys - and offered vocational elements in a framework of broad education within the existing organization of 14-18 education.

"What all these projects are not about is either a separate institution or a separate education or dealing with young people in any way different from their peers, or have chosen, in the subjects they have chosen," said Mr Young.

"If our young people are to be prepared to change their occupational direction several times in their lifetime and are prepared to invest the effort to acquire higher skills, then they need a broad-based education - developing skills and interests for a fuller life."

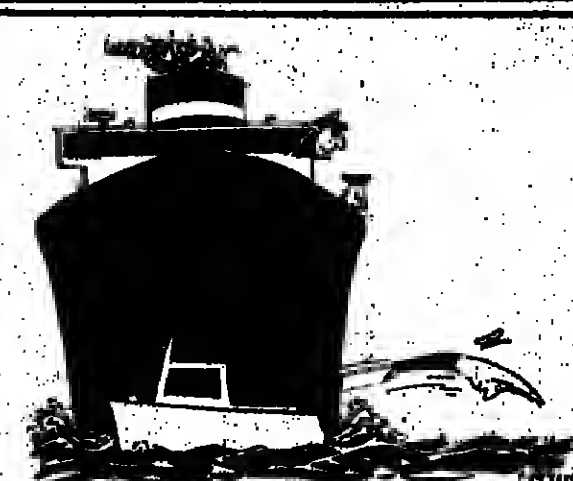
"After all, in 1960/61 11 per cent of

our school leavers left without any qualifications at all and a further 30 per cent left with only low-grade CSEs. In employers' eyes, nearly one in two of our young people left school with nothing to show for it."

In answer to questions later, Mr Young said that if the DES were granted the proposed education support grant he would expect it to take over the scheme, Sarah Bayliss writes.

Mr Ruth Gee, deputy Labour leader of the ILEA, told Mr Young her authority had not applied to run a TVEI pilot scheme because it considered the MSC involved a threat to i.e.s. territory and finances.

Mrs Nicky Harrison, vice-chairman of the Council of Local Education Authorities and chairman of the education committee of the Association of Metropolitan Authorities, criticized the announcement of more TVEI projects: the first 14 pilot schemes should provide themselves before more were announced.



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PLATFORM

We began our parallel analysis of the issues raised by Dr Marks, Lady Cox and Dr Pomian-Szednicki (hereinafter MCP for short) on the day they published *Standards in English Schools*. Despite our criticisms of their study, we were quite prepared to find that we would end up by confirming their claim that pupils within a selective system obtained better exam results. Where we would differ, we reasoned, would be in our estimates of the size of the differences between the two sectors and the significance we placed upon them.

We had several reasons for holding this view. We felt that schools in the selective sector might focus more exclusively on exam results. Previous research suggested that data of the kind available (grossed-up at the i.e.a. level only) were too insensitive. Many of the schools dubbed comprehensive would be comprehensive in name only, and, finally, we were impressed by their claim that they had controlled for social class, if only weakly.

In undertaking our parallel analysis we felt it important to keep as closely as possible to the approach MCP had used. As a result of doing precisely that, our views have changed. We could find no evidence in the data to suggest that a more selective system would produce better overall results than a comprehensive one.

We reached this very different conclusion for two simple but important reasons. First, like MCP, we controlled for social class, but in a way that was more sensitive to variations in the composition of individual i.e.a.s; and second, we were only interested in whether selection made a difference after we had controlled for differences in social class.

The first step in reaching our overall conclusion was to construct a database with the same characteristics as MCP's. We employed the same sources for our data, with the major exception that we used DES statistics to obtain our measures of i.e.a.s exam results.

Four overall measures of exam success were available to us but, for reasons of space, we shall concentrate on more or five more O'level/CSE grade 1 passes. We had data on all the 63 English i.e.a.s for whom the DES publishes detailed statistics.

Our data shared the basic characteristics of MCP's in all major respects. We obtained the same national average for the proportion in grammar schools and the same overall relationships between different measures. Indeed, in the important case of the relationship between our measures of exam results and their measure of social class, the correlations were virtually identical (0.66 compared with 0.67).

These considerations encouraged us in our belief that if MCP's findings were as "robust" as they claimed, they would be capable of replication on our data.

We reported last week that when MCP controlled for social class they employed procedures which attributed only about 30 per cent of the differences in exam results between i.e.a.s to the social class factor. This

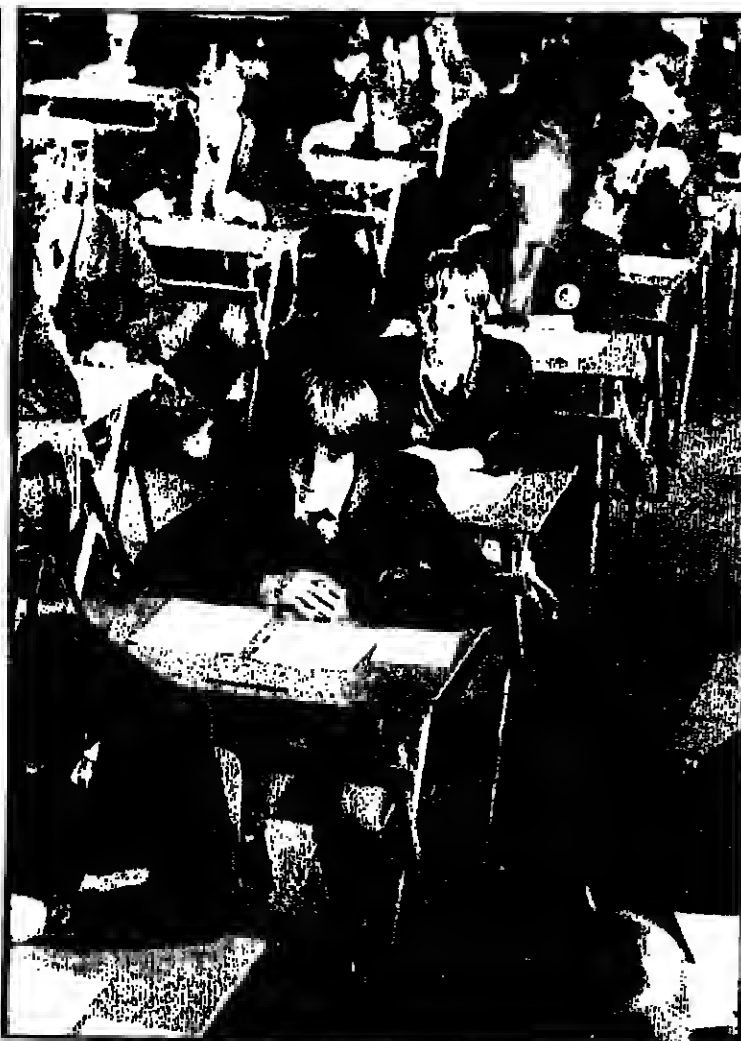
John Gray (above left) and Ben Jones take a second look at a recent study of exam results: a reanalysis of the relevant figures shows why "misleading comparison" could be "mischievous and sensational".

Disappearing data

left a passive 70 per cent apparently attributable to differences in performance and other factors which we controlled for.

We were sceptical whether MCP's measure of social class (the percentages of children in an i.e.a. in semi- or unskilled households) controlled adequately for differences in the social composition of individual i.e.a.s. It seemed a useful start but we had not encountered an analysis based exclusively upon it before. Our scepticism was increased when we consulted the relevant DES study and discovered that it had been essentially an exercise designed to differentiate between i.e.a.s in terms of social factors relating to educational disadvantage.

It goes without saying that levels of disadvantage in an i.e.a. are by no means always the mirror-image of levels of advantage. We therefore went back to the same source which the DES had used and constructed a measure of social advantage in order to provide a more balanced picture of each i.e.a. We chose the percentages in each i.e.a. who were in professional



that there was no evidence in the data to support the view that a fully selective system would secure better results.

For the past six months, we have been working with schools and i.e.a.s with varying patterns of school organization. Our mutual concern has been to establish what it is reasonable to expect from schools by way of exam results.

So is it the case, as MCP suggests, that pupils at some comprehensives obtain four times as many O level passes as pupils at others? Yes, it is. But we have found such comparisons about as helpful as the observation that pupils at grammar schools at present obtain four times as many passes as those at secondary moderns.

Our work to date does, however, offer some pointers, although these must be regarded as subject to revision as more schools and i.e.a.s offer us data for analysis.

So far we have established that up to 80 per cent of the differences in exam results between schools may be explained by differences in the social and intellectual composition of their intakes. Even quite rough and ready measures of intakes (such as social class of catchment area) seem to explain quite large proportions of the differences; more valid measures (such as tests of attainment at entry) seem to explain still more.

We have also found that we need different rules of thumb to assess schools with different kinds of intake. Take two comprehensive schools both of which serve similar middle-class populations. One achieves outstanding results, the other average ones. Pupils at the former are likely to obtain just one O level pass more above than those at the latter. Such differences, of course, well worth knowing about.

Among comprehensives serving socially disadvantaged areas the overall totals of passes per pupil will be much lower; as will the differences between them. In this case what will distinguish an outstanding comprehensive from a merely ordinary one is likely to be half an O level pass per pupil or a single CSE grade 3. Again, such differences merit attention.

To describe the exam results of a school whose pupils average just over three CSE grade 3 passes each as "excellent" and "outstanding" may not come easily. But the logic of developing a system which evaluates schools in proportion to what they can realistically be expected to achieve demands it.

We ourselves are still some distance from fully understanding what it is reasonable to expect from individual schools and what makes one school more effective than another. But, in the meantime, we believe misleading comparisons should be recognized for what they are because they are liable to give rise to mischievous and sensational comment.

Dr John Gray is a lecturer in education at Sheffield University and directs the SSRC-funded *Contexts Project* into the use and interpretation of exam results. Ben Jones is a research fellow of the project.

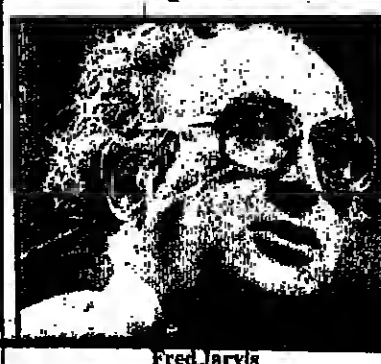
NUT warns of increase in racist recruiters

by Richard Garner

Racist organizations are stepping up their efforts to recruit schoolchildren to their ranks, claims a policy statement published by the National Union of Teachers.

The document, *Combating Racism in Schools*, adds that pupils who engage in vicious behaviour—such as verbal or physical abuse towards children or teachers from ethnic minority groups—should be suspended or excluded from school.

It adds: "Concero has been expressed in many quarters recently about an apparent increase in the level of racist attacks on members of ethnic minority communities, and there is evidence that racist organizations such as the National Front and British Movement are exploiting the economic situation to increase their efforts to recruit members among schoolchildren."



Fred Jarvis

Headteachers should inform the police if material circulated by any group is considered to be an incitement to racial hatred, says the statement. In addition, it says school governors and local authorities should be persuaded not to let school premises to racist groups for meetings.

"Racist literature should be confiscated and the reasons for not allowing it in school and the school's disapproval explained and emphasized publicly," it continues.

Persistent racist name-calling or abuse should be reported to the headteacher, who may wish to involve the pupils' parents. If those responsible for racist graffiti and slogans can be identified, they should be dealt with in the same way.

"Pupils who refuse to guarantee that they will not desist from racist behaviour unacceptable to the school, including the wearing of racist or neo-Nazi uniforms, should be sent home until they comply with the school's request."

The statement also issues a reminder that the union has recently rewritten its own rules to include the following statement: "A teacher should not behave in a racially discriminatory manner or make racist remarks directed towards or about ethnic minority groups of members thereof."

Mr Fred Jarvis, general secretary of the union, said: "Racist literature and teaching are incompatible."

Sarah Bayliss reports from the Society of Education Officers' summer conference

Secondary changes 'essential'

Examinations for 16-year-olds should have changed "out of all recognition" by the 1990s, Mr Bob Aitken, director of education for Coventry, told the Society of Education Officers' annual summer conference.

Radical reform was essential if secondary schools were to prepare young people for major social and technological change and enable them to leave school with some self-esteem rather than a certificate of failure.

"At the moment most young people leave the system knowing a lot about how bad they are but not knowing much about how good they are," he said. "Fortunately quite a lot is being done; I notice crocuses sprouting through the concrete all over the country."

In particular he welcomed a new form of assessment being pioneered by the Oxford Delegacy of Local Examinations—the Oxford Certificate of Educational Achievement which Somerset, Leicestershire, Oxfordshire and Coventry were piloting.

In Coventry the quest for change to secondary schools began with an awareness of falling rolls, high unemployment and a rising staying-on rate. The working party concentrated on a break at 14 in the curriculum. The first three years would provide a foundation course with a core curriculum, continuous assessment, personal profiles and more active learning.

Mr Aitken said: "The system would be a flexible programme



Bob Aitken: "Allow school-leavers some self-esteem".

of modules for each pupil to choose from, each module lasting 25 to 30 hours.

Coventry had also decided to open its schools to the post-16s and to think of education as education for life. Transferable credits were an essential feature of that.

During questions Mr Aitken agreed that the implications for teacher training were profound. "There will have to be a new form of respect, allowing students more space, autonomy and independence."

Mr Stuart Johnson, director of education for Leeds chairing the session, said 80 per cent of twenty-first century teachers were already employed. There must be a commitment to in-service training involving teachers in all the processes of curriculum change.

Chief education officers and their deputies are expecting a response to their 13.5 per cent pay claim when they meet the local authority employers next Thursday. The claim for a salary increase from July 1 was presented two months ago by Mr Bill Petty, chief education officer for Kent, who leads the staff of a negotiating body recently established for all chiefs and deputies in local government.

'Let YTS be available for all' plea

The Youth Training Scheme should be treated as an intrinsic part of young people's education, regardless of their ability, said Mrs Ann Jones, a headteacher and chairman of an area management board of the Manpower Services Commission.

"I don't see the YTS as a scheme for the less able, boosting a capitalist system. I think it should be for the whole ability range," said Mrs Jones, head of Cranford Community School in Hounslow.

The YTS and the prevocational movement had given a new impetus to comprehensive education and to changing radically the under-16 curriculum. Too many comprehensive schools had retained a heavily academic curriculum and had not changed their teaching methods.

She was worried that if schools perpetuated the gap between themselves, colleges and work, they would be left "as academic islands, battling against the tide like Canuto."

Assistant education officers will have more to say in the running of the SEO following changes made in the society's constitution.

The conference, attended by 200 officers, agreed that the regions could choose which officers to send, regardless of their job titles.

In addition the nationally elected membership of the national executive committee was expanded to give an extra seat to assistant officers. From now on there would be elections for four chiefs, two deputies and four assistants, instead of the existing three.

The constitution was also changed to accept Northern Ireland as the ninth official region with full representation on the NEC.

Young people ask mother for advice says survey

by Diane Spencer

Teenagers see themselves as friendly, responsible, happy and helpful, according to a government-sponsored survey published this week.

The report, *Young People in the Eighties*, was based on a sample of more than 600 14 to 19-year-olds; 70 per cent were white, 15 per cent West Indian and 15 per cent Asian. Just over half were male and the sample was almost equally divided into employed, unemployed and those in full-time education.

The survey found that: ● Only 13 per cent said they were worried about life in general and 14 per cent admitted they were sometimes violent.

● 19 per cent never went out with someone of the opposite sex; 38 per cent had a special boy or girl friend; 67 per cent claimed to be "just good mates" and 64 per cent thought they should not get too serious.

● They looked to their mothers for advice twice as often as to their fathers, and friends were consulted more frequently than brothers and sisters.

● More than half the sample looked to parents as a source of income and regularly shared in some leisure activity with them.

Mr Peter Brooke, junior education minister, said the report would become the standard reference work for all who were involved with young people.

Young People in the Eighties—a survey. HMSO, 34.50.

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NEWS

Staff boycott job to back spurned colleague

Staff at Eilze Hele secondary school in Devon plan to mount a picket line outside the gates on the day candidates are interviewed for a senior post, Richard Garner writes.

The three largest teachers' organizations, the National Union of Teachers, the National Association of Schoolmasters/Union of Women Teachers and the Assistant Masters and Mistresses' Association, are all boycotting the post of head of home economics at the newly-reorganized school.

The decision has been taken because the only internal candidate, Miss Sheila Coleman, who has taught for 30 years at one of the merging

schools, Plympton Grammar school, has been refused an interview for the job and denied access to the county council's grievance procedure.

The NUT decided to boycott the post some months ago, after which Miss Coleman was given an informal interview with Mr Joelyn Owen, the county council's chief education officer.

However, she was still not granted an interview for the actual job and was denied access to the grievance procedure. Miss Coleman has been described by colleagues as a "good and dedicated teacher in the old style."

This post becomes vacant in September.

PAT delegates asked to support vouchers

Delegates to the 22,500-strong Professional Association of Teachers' annual conference are being urged to approve a motion supporting the introduction of a voucher system.

The motion is proposed by teachers from Aylesford in Kent and is backed by another from the Tameside, Greater Manchester, branch calling on local education authorities to consider introducing education vouchers for an experimental period.

This is the first time any teachers' organization has had a conference motion in favour of "voucher" experiments. There is, however, another motion from teachers in Canterbury supporting them.

Delegates to the conference, to be held at Nottingham University between July 26 and 29, will also debate a motion calling on the Government and i.e.a.s to examine alternative methods of financing the school meals service.

The conference will provide the first public platform for one of the new junior education ministers, Mr Robert Dinn, a former political adviser to PAT.

Other guest speakers include Lord Glenamara (formerly Labour Education Secretary, Mr Ted Short), the first member of the Labour Party to agree to speak for PAT. Professor Ted Wragg, director of the School of Education at Exeter University, and Mr Tim Selwyn, director of the Independent Schools Information Service.

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PRIMARY

'Experts' frustrated by ambiguity of role

by Virginia Makins

A great deal of ambiguity, and often "woolliness", surrounds the job of primary teachers holding posts of specialist responsibility, according to a survey.

The Primary Schools Research and Development Group, based in Birmingham, carried out five studies on the work of "teacher experts" in primaries. Questionnaires to heads and teachers, interviews, discussion groups, and accounts and diaries by teachers with specialist responsibility posts all contributed to the final picture.

A lot of the work of the "experts" was informal, giving advice when asked in corridors and staffrooms. Teachers were more likely to ask about short-term problems. They were far more likely to ask for advice on what to teach than on how to teach it - which could be frustrating for the specialists, making them feel they were having little real impact.

The attitudes of primary heads were crucial to the effectiveness of the specialists. In some schools "the head decides and we pass it on". In others,

the heads seemed better at delegating. Teachers were more likely to ask for help in areas where they themselves felt most competent. Most valued the availability of specialist teachers, but there were problems about their lack of genuine subject expertise in areas such as maths, science or art. Some teachers felt the "experts" were no more qualified or experienced than they themselves.

Almost all the specialist teachers were also full-time class teachers. They were very short of time for their specialist job, and often unable to visit other teachers' classes in their own schools, let alone others.

The report suggests several problems which need careful discussion if (as the HMI have frequently suggested) teachers' specialisms are to be better and more widely used.

One - given the limitations on class teachers' time - is that the current emphasis on curriculum expertise does not detract from other important activities, such as clubs, festivals and

visits, which add to the quality of a school.

Another is that the development of specialisms should not lower the morale and self-confidence of class teachers without special posts. The development of the expertise and responsibilities of class teachers is crucial, but it could be "taken for granted and not provided with means to grow".

On the whole, the report backs the informal way teachers in small primaries work: it mentions the "risk of turning a primary school into a poor imitation of a secondary school".

If the adoption of more "expert posts" is seen as "an easy, quick or cheap route to improve the quality of primary education it will fail", says the report. "Too great haste may simply damage teachers' self-confidence."

Curriculum Responsibility and the Use of Teacher Expertise in the Primary School. University of Birmingham, Department of Curriculum Studies, P.O. Box 363, Birmingham B15 2TT. Price £3.50 inc pp.

Decisions left up to teachers

Three service primary schools in Munster, Germany, need to mitigate the effects of high teacher turnover with more careful and structured curriculum planning, Her Majesty's Inspectorate believes.

A year ago, when the HMIs visited Oxford Primary, Cambridge Infant school, and York Junior school, curriculum decisions were largely left to individual teachers, and this led to lack of coherence and progression.

The inspectors found reasonable standards in all three schools. In York Junior, they felt teachers' "concern for a conforming discipline" was inhibiting children's responses and adversely affecting relationships. Cambridge infants had good relationships, and curriculum development was under way thanks to "enthusiastic leadership".

Mathematics was a weak area - children needed more experience with structural apparatus - and phonics were overemphasized in reading. Physical education for Juniors was a weak area in both York and Oxford schools, and the inspectors disliked the effects of the AAA Five Star Award scheme which emphasized testing rather than individual development.

Much closer cooperation between the primaries and the local secondary could help to make the most of the limited expertise available in the service schools, and reduce teachers' feelings of isolation, the HMIs suggest. And in the case of Oxford

HMI reports

HMI reports are available free of charge from the Department of Education and Science, Publications Despatch Centre, Hensyot Lane, Slough, Middlesex HA7 1AZ. Also available from I.E.A.s.

Primary, there needed to be much better liaison between the infant and junior departments of the school.

● The decision to take four-year-olds into Gregory Croft Church of England primary, in Lincolnshire, should be kept under review, the Inspectorate says. The two-teacher school, where the head has to teach full-time, did not seem to have the resources to meet their needs, and they affected the rest of the infant class.

Children at the school achieved "reasonably satisfactory standards", but lack of space and resources and the smallness of the staff affected the work, and the school needed more support.

● The "perceived pressures" of the common entrance syllabus make much of the work at Downsend school, Surrey, inappropriate for the developmental stages of the pupils, HMIs say. The school is an expanding day prep school for 312 boys.

The boys are interested, and often enthusiastic in class, and many are of high ability. But often expectations are not pitched right for them, and too often "the challenge is to the memory, rather than to the intellect". HMIs suggest a team approach by the staff to curriculum development.

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NEWS

Sarah Bayliss reports from Trafford on last week's 'CDT in Action' conference

Expanding designs

Craft, design and technology is growing fast, with increasing numbers of secondary school pupils studying it, while at the same time the subject is gaining recognition from universities, the conference was told.

Mr John Hucker, chief examiner for technology with the Cambridge board, said the successful launching of CDT courses could be measured by the substantial increase in examination candidates.

In 1979 his board had 50 candidates for O level technology; this year the number had risen to several thousand. Independent schools were making more inquiries about technology syllabuses and in response the Cambridge board was revising them. "Technology is going to take off very soon and very quickly in the independent sector."

Mr Michael Wharrie, senior technology adviser in Hertfordshire, said universities were becoming more flexible in their attitudes toward the A level qualifications of potential students. Southampton University, for instance, was prepared to accept A level technology as an alternative to physics for science and engineering subjects, excluding pure physics degree courses.

At a recent meeting of admissions tutors it had become clear that universities such as Bristol, Aston, Brunel, Warwick and some London University colleges, were prepared to accept the qualification as a second or third A level.

Mr Gerald Jones, a general adviser for Rochdale and team leader at Loughborough and Salford universities recently indicated that engineering students with an A level in technology as well as maths and physics were "steering ahead" of other students.

Mr Omry Bayliss, craft design and technology adviser for Cheshire and

More than 150 headteachers, advisers, industrialists and politicians attended the conference which was organized at South Trafford College of Further Education by education advisers from the north-west and two commercial firms.

Ten specialists in craft, design and technology were invited to give their perspective on the subject; they came from examining bodies, industry, universities, and local authorities and included two craftsmen - a furniture designer and a blacksmith.

more involved in the subject. The proportion taking a CSE or O level in Cheshire had risen from 5 per cent to 27 per cent in the last three years, and at A level the proportion had risen to 30 per cent.

Making models which did not work meant too many children at primary school were "turned off" design and technology for life, according to Mr Jim Flood, a lecturer in creative design at the Loughborough University of Technology, and an adviser to Central Television's "Starting Science" series.

He urged classroom teachers to stop making static models and to start making ones which worked. Many children made things at school but invariably they did not fly. At the end of such a project teachers would say that children had at least learned some new skills and perseverance. "If you ask the kids what they've learned they will say they're not very good at making things."

Too many teachers were trained to use the "discovery" approach to learning, but he believed it was a waste of time going back to first principles. "Why should we expect children to re-invent the wheel when we can give them good wheels and get them to make them better?" he said. "Understanding computers was far

too important a subject to be left to physics, maths and science departments in schools; art and design teachers should make sure they were involved in computer education too, said Mr Brian Smith, a lecturer in the department of design research at the Royal College of Art.

The expansion of information technology was inevitable, he said, so designers should be involved from the start, ensuring that the images generated electronically were understandable. Last year more information worldwide had been published electronically than on paper. Where designers were not involved the mistakes were manifest - typefaces were illegible, for instance.

Other points raised at the conference included: ● Criticism of the traditional examinations system by Mr Ron Lewin, a technology consultant for Berkshire County Council. He said they presented an artificial approach to problem-solving by teaching children that problems could be solved within a set time, that they should be solved by one person working alone, and that copying from others was a sin.

● Support for in-service training for teachers, which Mr Ron Deane, an adviser from Bedfordshire, said was the most important step in creating a new curriculum in schools for craft design and technology. His own authority ran 30 courses a year in the subject and used buses equipped as mobile technology classrooms.

● The need to convince girls that they would not be incompetent in a subject like woodwork, as well as that the subject itself was fun. Ms Linda Leech, a furniture designer and maker who has worked as an artist-in-residence at Cowley St John Church of England Upper School in Oxford, said she hoped her presence there had encouraged girls.



Craft and competence... giving girls confidence in such subjects as woodwork.

THE TIMES SUPPLEMENTS' REPRINT SERVICE SCHOOL VISITS

In February this year The Times Educational Supplement published a special 16-page feature on School Visits. It gives details on day trips to various museums, the Stock Exchange and historical buildings all round the UK as well as covering Venture Weeks, a 'Do-it-yourself Europe' survival course together with tips on how to make your school visits enjoyable occasions for both pupils and teachers.

This is now available in reprint form, price £1.00 and can be obtained by sending a cheque/postal order made payable to Times Newspapers Limited (no cash please) to Frances Goddard, The Times Supplements, Priory House, St John's Lane, London EC1M 4BX.

NEWS

The arch-bogeyman who can still be hurt

Sir Keith Joseph is not unaware of his reputation.

"Oh, I'm a bogeyman," he said cheerfully. "There are one or two apprentice bogeymen who are doing rather well. That fellow Norman Tebbit, for example."

Then he grew suddenly more serious and visibly angry. "I still get, I think, pretty harsh treatment in places, such as universities and polytechnics, which shouldn't go in for barbarous treatment."

"Whether it's students or rent-a-moh I don't know. But for places where thought, analysis and argument should be paramount, I regard it as very discreditable. How can anyone respect a university that doesn't allow free speech?"

"Of course it (being a bogeyman) worries me. But doesn't it reflect the over-simplifications that politicians have generated, the diabolism that political rhetoric has generated, I deplore it but I take it to some extent to be a reflection of the Labour Party's failure to rise to the level of argument. They go in for abuse."

And there lie several clues to Sir Keith: a whiffy sense of humour, a deep respect for courtesy, a deeper one for

learning and intellect, the enlargement of the argument into a seminar topic and the ability still to be shocked, angered and moved by something he must have considered thousands of times.

The conventional image of Sir Keith is somewhat different - the searching, agonizing philosopher of Britain's monetarist Right, out of touch with reality, solemn and serious, and mere at home debating rather than taking decisions.

But the facts don't entirely bear it out. In his relatively short time at the DES he has instigated fundamental changes to the service - the publication of HMI reports, the White Paper on improving the quality of the teaching force (the two decisions he considers most important), the abolition of the Schools Council and setting up of two replacement bodies, new pilot schemes for curricula for low attainers, specific grants and the finishing touches to the National Advisory Body for public sector higher education.

He has also taken a myriad of smaller decisions. Indeed insiders say that everything down to the closure of the smallest village school is decided by Sir Keith. Apart from his fellow Fellow

of All Souls, William Watdegrave, whose intellectual ability he greatly admires, Sir Keith has over yet given his junior ministers at the DES much latitude.

Like many intellectuals of the Right, Sir Keith is prone to reading and listening to views which he already had in the first place. He has a deep love of, and trust in, scholarship and books, perhaps a Jewish trait, particularly of his generation. But they are likely to be books that reinforce his own ideology.

He has returned full of beans, genuinely pleased, and perhaps a little relieved still to be Education Secretary

One cannot imagine his curling up in bed with the *New Statesman*.

He has the slightly disarming habit for a politician of admitting his own mistakes. And in a grand and distinguished career at health, housing and industry before he came to the DES he has made some grand and disting-

uished mistakes. He will admit to tower blocks, aspects of reorganizing the health service, setting up the GLC. But Lady Bracknell might have told him one mistake may be unfortunate, any more and it begins to look like carelessness.

An extremely private man, few are privileged to be engaged in conversation by him on matters pertaining to his personal life. Very occasionally when music is the topic of conversation he might mention one of his three daughters (he has also a son) who is a talented musician and is studying the violin in New York. Though not divorced, he has been separated from his wife, Helen, since 1978.

One associate, when asked to speculate on Sir Keith's hobbies, replied: "The market economy". Sir Keith would not be offended by such a speculation. He once commented rather contemptuously on a report produced for him by the DES's further education unit that the word market was not mentioned in it once.

Though an avid bibliophile, the television set does not impinge much on Sir Keith's consciousness. He was amazed recently to hear how many people watched tea-time television and

muttered that he might have found something useful for the Social Science Research Council (his *bête noire* at the time) to do - find out why they watched.

Sir Keith's humour is not always evident. "I can never make jokes in public," he says. "I enjoy jokes but I'm not a joke teller. I'm not an after-dinner speaker. I do find, however, that it's easy for me to talk to individuals in most cases."

Sir Keith may not be walking around Elizabeth House cracking jokes, but many have noticed that the General Election reinvigorated him. He has returned full of beans, genuinely pleased, and perhaps a little relieved still to be Education Secretary. He also apparently gets on extremely well with David Hancock, the new permanent secretary, to whom he refers in meetings as David, in contrast to Sir James Hamilton, to whom he referred as The Secretary.

He makes no secret of the fact that he is desperately keen to stay at the DES for the duration of the Government. And as host still has some little influence with Mrs Thatcher, he is looking less and less likely to be a victim of any early Cabinet reshuffle.

David Lister profiles Sir Keith Joseph and questions him (below) on matters of current concern

Finding the levers of intervention

Are you enjoying the job of education secretary?

I asked to come here and I'm delighted to be back, truthfully, I aspire to no other post. I'm finding it quite as difficult as I expected it to be. In fact a shadow more difficult than I expected it to be because the intangibles are a bit more intangible. Standards are the devil in the sense of ministerial scope. One is hunting for levers and we found a few levers. Your paper has honoured or insulted me, I'm not sure which, by saying I am skilled at intervention which is an irony upon irony. But there it is when one is dealing with a nationalized service one has to find levers.

The NUT has accused you of trying to nationalise the service even further. Well that would be an irony. I think they are fair to say that there are areas in which I am reluctantly being forced to centralize particularly in relation to universities, but I'm struggling to escape. I've had the first of perhaps several seminars on how we could diversify and decentralize part of the Higher Education system. What disappoints you with standards at the moment?

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The HMI reports are my guide. They simply say that in school after school they find the teachers' expectations of the children far too low. And the primary schools I've been to are mostly very happy places, but whether they stretch the children is a different matter.

How can that be changed? Well, we've been going on this interview 17 minutes and you've now asked the crucial question, the question I ask myself night and day. If I knew the answer, I wouldn't have spent 22 months not doing it. I don't know whether there is a simple answer. We may have to use a number of levers. The government believes that increased parental choice is one of the contributions to the answer.

Do you plan to extend the assisted places scheme? It's a possibility, not a dramatic expansion because it is intended as and should remain in my view a scholarship scheme.

Have you been impressed in your time at the DES that there isn't much more room to cut in the education service or do you think there is still room? My prime impression is not a financial one, it's expectations and standards, which has a relationship with money but not a simple adjective relationship. Considering the money that goes into education, there is scope for improvement. Mind you, I add quickly that I couldn't do what the teachers are doing. I don't kid myself I could. The gift of fighting the flame of curiosity and keeping it burning is God given. But given the dedication and commitment of the teachers which, thank God, one can take as a fact, a fact for which I give blessed gratitude, the results are patchy from the superb to the very disappointing.

Are you at all worried that the DES has become too involved in education at school and college? No, not in the least. That's rather a complacent attitude as if everything was perfect before the MSC came along. In fact I think that the educa-



"Considering the money that goes into education, there is room for improvement. Mind you... I couldn't do what the teachers are doing."

tion service should have long before identified what the MSC has now identified. So I'm not moved by that.

Are you moved by the fact that the DES has lost a realm of influence? I am amazed that with 70 tax-borne schools of education in this country at universities and polytechnics it has waited upon my arrival here and David Young's arrival at the MSC to identify (a) the 40 per cent low attainers and (b) that we had allowed technical standards in education to drop to such a low proportion. What the devil have all those schools of education been doing? Or have they been shouting. I haven't heard it.

Do you accept the doubts of those who say that the DES is far from encouraging all pupils to do some vocational work, will create a divide between the old grammar/secondary modern divide? I think it will be much more untidy than that. I hope it will be much more untidy. There will certainly be some who tend to concentrate on academic work and we need them. But I hope for the good of them too, we can gradually teach the curriculum better

to introduce a shade more practical work for all. Then there will be those whose potential is very definitely technical and then there will be those whose potential is both.

You're going to have a job though, selling it to the middle classes who still see the route to success as straight academic work leading to university. I think there is some truth in that. I think we have to try to understand what the employers really want, because the parents are only responding in what they want, to what they think the employers want. Now if it were to be shown that employers want something a bit more complicated than just exam results, important though those are, I think there's a chance that the parents will adjust their objectives. But the first task we have is to try to bring the employers to give more clearly what they want, whether they are really only looking for exam results or whether, as I believe is the truth, they want something more complicated than that.

How long do we have to wait for a decision on the 16-plus? The 16-plus will be next year. The

government has to decide whether to harmonize the two systems and keep them or whether to unify and merge them.

Would you be unhappy about going down in history as the man who abolished O level. I don't think it's thinkable to abolish O level.

If one had the 16-plus one would no longer be taking O level. I'm not sure that that follows. You may be right.

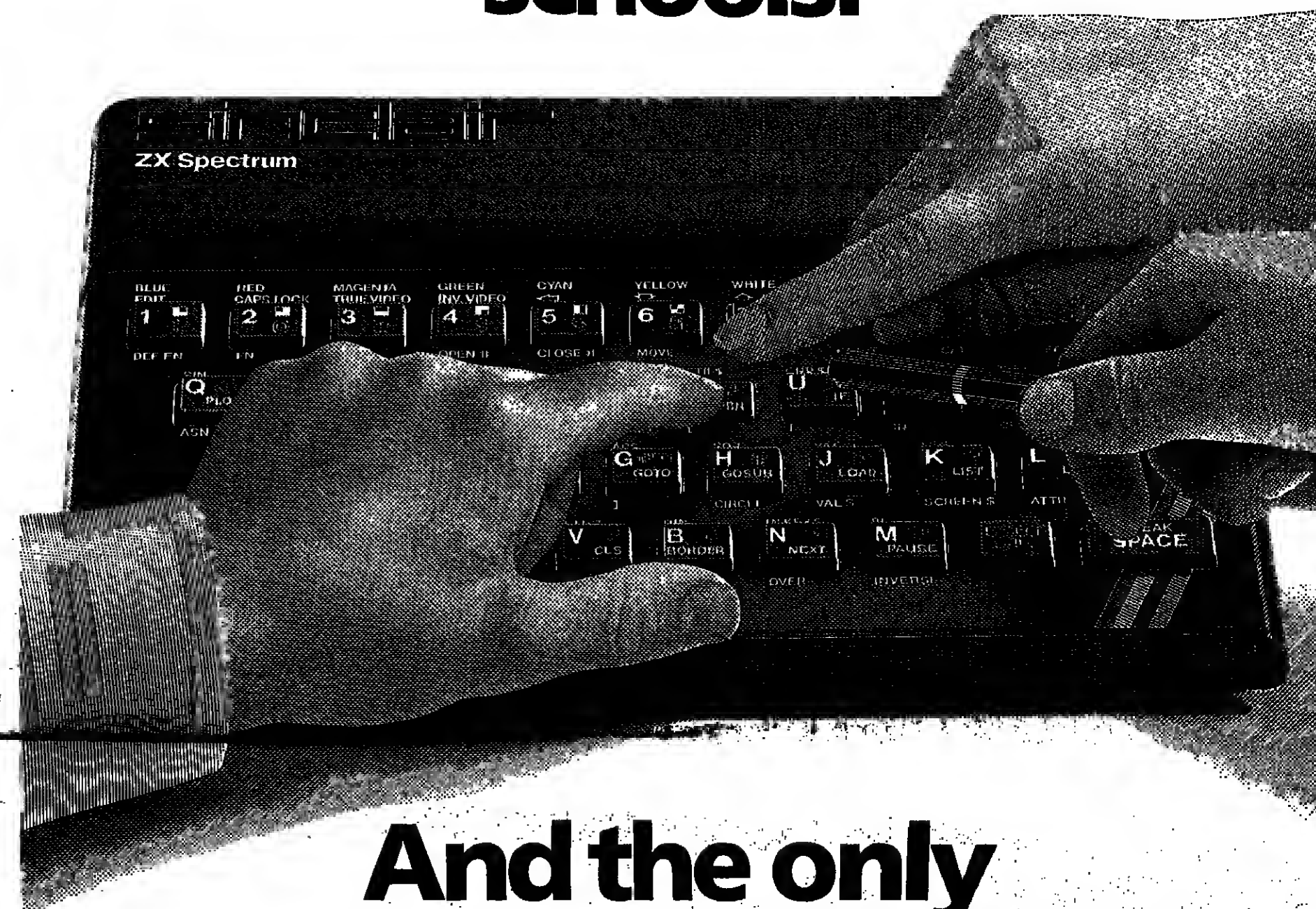
You are an advocate of pupil profiles and graded tests. Would these be for all pupils or only for the low attainers? That's still to be worked out. If it isn't too extravagant in manpower and effort one can imagine it being used for all, but the graded tests would be a relatively casual milestone for many many children and would become significant milestones for some.

How worried are you that we might get a generation of school leavers without work who will in some circumstances become alienated, anarchic, nihilistic and violent?

There have been nihilists, anarchists and violent people when there was full employment. I don't see that it follows that one condition rather than another breeds these factors.

Boredom surely does? That's a very rarely used word but I agree it's an important word. There are factors I would dearly like to have the time to discuss. How much youth unemployment is home made? By that I mean British made, actually made, with bags of good intentions by successive governments, employers and trade unions, the beneficiaries of whom are the unemployed young. So I think there are things we can do if we really care enough, that will no doubt evoke a shrug of abuse from those who don't understand, which might actually give more chance to the young.

Lower wages? Removing some of the obstacles to employing young people and forcing young people to take unemployment benefit. There are two well known phrases today, the "why work" syndrome and also "why hire". And why hire is as significant as why work. I am passionately interested in the cure for unemployment. I wrote a pamphlet (stressing among other things the importance of the entrepreneur, the parsimony of the consumer rather than the work-stone and criticizing overmanaging and restrictive practices) which I have just re-read. It was written with my greatest intellectual energy. It took me the measure of a year to 1977. Nobody contradicted it, but it's all been forgotten. Conditions for Fuller Employment, which was its name, represents most of my views on the subject and it's as relevant today as it was then.



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NEWS

Reshuffle creates staff shortage

by Richard Garner

One of the biggest upheavals in secondary education in Birmingham's history will leave several schools without specialist teachers at the start of next term.

Officials in the city council's education department are reporting major difficulties in recruiting enough teachers to fill just over 160 vacancies. Birmingham members of the National Union of Teachers are concerned at the way recruitment has been conducted and are mounting their own investigation into it. They are keen to ensure that their members facing redeployment are given every opportunity to apply for new posts.

However, education officials say it is the sheer size of the reorganization that is creating the difficulties. A city education department spokesman said: "We have 16 secondary schools amalgamating into eight, seven schools closing, three are turning into colleges and cutting 32 sixth forms. It is involving a massive shift round in staff."

Of the new posts, 86 had been filled and a flood of applications had been received for the remaining 80 but officials believe they are unlikely to recruit the necessary drama, music, foreign languages and computer studies experts for each school to start off

next September with its full complement.

"We are running very late," the spokesman added, "and we still have a number of our own teachers to move around - although we are at the tail end of that exercise."

"In some subjects, it has been difficult to attract enough teachers of quality - although I have never known a time when so many interviews have been taking place. It has been an absolutely massive task."

Mr Tony Miller, press officer for the Birmingham association of the NUT, said: "We are very alarmed at what seems to us an unreadiness in second-

dary schools for next September.

"The administrators were given an impossible task by the numerous decisions that have been taken by the authority. We spent thousands of hours discussing the reorganization scheme put forward by the previous Labour authority and now we are spending a few thousand more preparing for this one put forward by the present (Conservative) leadership."

"One of the reasons given by the authority is the lack of qualified teachers in shortage areas subjects but we find that very surprising in view of the number of teachers available and looking for work."

Survey urges more care in selection for PGCE

Fewer teachers would have difficulty finding a job if training institutions were more discriminating in their admissions policies and final assessments, says a new survey.

Mr Mark Cook and Professor Gerald Bernbaum of the University of Leicester School of Education, based their conclusion on a survey of the 5,000 university students who completed a postgraduate certificate of education (PGCE) course in 1980.

They believe that some of these who failed to find a job were victims of institutions' tendency to recruit as many students as possible because resources are linked to student numbers. But they imply that the position may improve now the Department of Education is attempting detailed planning of numbers by subject.

The survey charted the progress of the 1,074 student teachers who completed their course in the summer of 1980 but who were believed to be still without a job in the autumn. They were sent two questionnaires in the spring of 1981, one for those still interested in obtaining a teaching post and the other for those who were not.

Of the 823 - 16.6 per cent of the total sample - known to be without a teaching job, 400 replied, and half of those were no longer interested in becoming a teacher.

Most of the students still interested in teaching had begun their search for a teaching post by the end of April during their postgraduate course, with men likely to start applying earlier than women - a finding easily explicable, say the authors - by the greater mobility of women.

Among those no longer interested in teaching, men had tended to give up the search earlier than women, perhaps because of their weaker commitment. Students from Oxford, London and the new universities also abandoned the idea earlier than others. The most tenacious hunters for teaching posts were from the University of Wales.

Nearly half of those who applied for a teaching post had made fewer than 11 applications and just over a quarter had made more than 20. Although women made just as many applications as men, they were noticeably less successful at getting interviews: more than a third got none at all.

The sources of information about jobs for 90 per cent of those still interested in teaching are the TES and THEs.

Unemployed graduates: the case of student teachers by Mark Cook and Gerald Bernbaum in the June issue of the *Employment Gazette*, available from HMSO.

Parents of handicapped 'denied right'

by Trina Francis

Some local authorities are getting away with "quite absurd interpretations of their duty" under the 1981 Education Act, Mr Peter Newell, of the Children's Legal Centre and a former director of the Advisory Centre for Education, told a conference in London last week.

Warning parents to beware of being misled by education authorities, he said some parents had complained of being denied their right to demand a full, formal assessment of children with special needs.

Others had been told their children should be placed temporarily in special schools for assessment to be done, and some I.e.s. had claimed it would take a year to produce a statement, Mr Newell told the third "Working Towards Integration" conference, which was held at the Royal Society last week.

It was attended by 250 parents, teachers, school governors and government representatives, and was designed to highlight misconceptions about the special education provisions of the 1981 Act, which came into force on April 1 this year.

The general view was that the Act should be interpreted with caution but that it was a hesitant step towards providing adequate safeguards, rights and duties for all those involved in educating handicapped children.

Parents were encouraged to use their new rights to secure a general rather than a specialized education for their children, but Mr Newell gave a warning that the new process was "potentially a two-edged sword".

Drawing attention to what he called a serious mistake he said those who called for assessment of a child aged two years or under could not expect preference for a mainstream place once they turned five.



St Thomas More school, the Roman Catholic comprehensive at Westcliff, Essex, which closed when fumes leaking from wall insulation were blamed for an outbreak of sickness, is to reopen in September after 15 months. The cost of the repairs is said to be about £50,000.

Sports leader project takes off

by Bert Lodge

The Central Council of Physical Recreation has forged ahead with its scheme to train young sports leaders, despite protests.

Youth leaders in Brent blocked the plan last year because they saw it as a threat to their jobs; but the council has persevered and a pilot scheme for sixth formers at a school in Coventry seems to have pleased everybody involved.

The idea is to recruit a sizable number of young people who are at least enthusiastic, but better still talented, in one sport. They are then trained in the basic principles of coaching and, almost more important, how to run the sport or activity within, say, a youth club.

In a club of 100-150 members there's

could be as many as 10 with the co-ordinated Community Sports Leaders Award, each in charge of one activity.

The course in Coventry was at the President Kennedy school, Bob Laventure, active in the PE department for 15 years and head of department for the past nine, described it as the most satisfying thing he had ever done there.

He and his staff have already begun to involve the sixth form in the PE curriculum, encouraging them to take small groups in various sports. So it was not much more than an extension of that to offer the course to all members of the sixth plus a few locals who had already left school.

The theorists at the CCPR estimated that six units with titles like

organizational method, fitness sessions, how to arrange competitions, would require two hours each and at the end of the 12 hours instruction the youngsters would qualify for the award.

Laventure is in no doubt that the 12 hours is not enough. His 27 trainees did 28 hours, plus 12 hours coaching and supervision experience.

All passed on the sensible premise that the course would only end when they did pass. And two are already enrolled in local summer play schemes with others helping in various clubs in the district. A spin-off for him is that he now has several members of the sixth with some status but with a lot of enthusiasm.

Schools Council officer condemns 'educational antediluvians'

Vocational scheme seen as threat

by Nick Wood

The Government's technical and vocational education initiative for young people aged 14 to 18 is a direct attack on the principles underpinning comprehensive schools, Professor Malcolm Skilbeck, professor of education at the University of London, said last week.

"A diagnosis which results in crash courses in vocational preparation at an early age and a division of school populations into academic and vocational cannot be accepted, whatever the power of its proponents or the resources at their disposal", he said.



Professor Skilbeck, an ardent supporter of the principles of 'common schools', educating all children aged 5 to 16, called on all those who subscribe to a philosophy of general liberal education for all youth in a common school system.

"We cannot but be struck by the paradox of administrations devoted to rhetoric or declared ideology to promote initiative, enterprise, independence and freedom, yet consistently denigrating the performance of schools, usurping power, pre-empting decisions and giving an impression of cynical or amused aloofness from the actual environments in which educational action occurs."

Politicians and government departments should have less influence over the content of the curriculum and should concentrate on providing the resources and the framework for change.

Professor Skilbeck, director of studies at the Schools Council, was speaking at the University of East Anglia at a meeting in memory of the late Professor Lawrence Stenhouse.

How 13 weeks off the job could be 'a nightmare'

Employers may still walk away from the Youth Training Scheme, Ford's training chief told a conference of teachers and trainers at Cambridge this week.

Many of them are unlikely to be able to cope with the training requirements and the bureaucratic procedures that the Manpower Services Commission is trying to impose, he warned.

Mr Ron Shepherd, Ford's Education and Training Manager and a leading member of the CBI education committee, told the conference, organized by the Careers Research and Advisory Centre, that employer representatives had managed to persuade the MSC to drop earlier plans to impose standards which would have meant a wholesale abandonment from the scheme by employers. "The first mentoring document they put forward, we worked out, would have meant the commission employing 9,000 full-time mentees," he alleged.

But employers still faced a big burden of administrative procedures which would discourage smaller firms from taking part. "It's all got to be made simpler and the requirements put into language they can understand," he said.

Mr Shepherd said he still had doubts that all the places which had been promised would materialize. Many of the managing agents, such as the smaller chambers of commerce, were proposing to run schemes with far too few places to be viable. And he attacked the requirement for 13 weeks off-the-job training, at present mandatory for all YTS trainees, as arbitrary and unrealistic.

He said the length of off-the-job training out of the blue. "There is nothing sacred about 13 weeks, and for many youngsters it is going to be too long." It would also prove too costly for many of the smaller employers and managing agents, who had trainees scattered in twos and threes at different places and could not assemble them into economic class groups.

Many of the youngsters would be unwilling to attend a college, and trying to force them to do so by docking their pay would have a damaging effect on their already fragile motivation. To arrange for them to get their off-the-job training on site would be beyond the resources of many firms, who simply did not have the facilities. "The operation could prove to be something of a nightmare for us all."

The problem would have to be faced, because, while big companies like his own could cope, the future of the YTS would depend increasingly on the smaller employers, he added. "That is the sector in which there are signs of a growth in employment. The big companies are going to be shedding labour. We'll get the YTS off the ground, but we will not be able to go on providing the places," he said.

That meant the scheme would have to be simple to manage, for the trainee, the trainer, and the employer. Standards would have to be built into the design of the schemes and not left for outside inspectors to monitor.

Mr Shepherd clashed sharply with some of the audience when he criti-

Leading training experts from industry and education this week put forward an unvarnished picture of the way the Youth Training Scheme will operate. They say it will be highly selective and segregated; impossible to monitor closely; and inevitably open to some abuse; and will leave colleges to cope with the youngsters employers do not want. This, they say, is the only way a voluntary scheme can be made to work in Britain at present.

cized some union branches, and their representatives on some area boards for turning down schemes on grounds which were not related to their content. He alleged that there were some people who would not be sorry if it turned out to be a shambles.

"It will undoubtedly be a shambles for at least the first year, but we mustn't run away," he said.

Accusations that the scheme would be used as a source of cheap labour were irrelevant. "Your cheap labour is my added value, and unless we find a way of enabling young people to add value while learning skills we risk that young people's unemployment will continue to be at very high levels compared with adults," he said, adding that unless the YTS led to the removal of all school leavers from the labour market it would simply alleviate youth unemployment and never become a permanent feature of a comprehensive training system.

Mr Jack Mansell, director of the MSC executive who is now a Sussex University-based training consultant, told the conference: "It's no good wishing for the scheme we haven't got. If we had waited another year to try to get this scheme better we would have lost it altogether. What we've got to do is to take it and make it better instead of wishing it was a different scheme."

The fact that the scheme was voluntary and that employers had to be persuaded to participate meant that the scheme was bound to be selective. "It is just wishful thinking to believe that we can isolate the YTS from the society in which we live."

There was no way in which employers could be forced to take people they did not want. "The banks have a very simple method," he said. "You've got to have six O levels to get into their YTS. That's the reality."

What was likely to happen was that people who could not make it into the Mode A schemes run by employers would have to go into the Mode B places provided by colleges and other non-employer bodies. Mr Hayes, like Mr Shepherd, insisted that it would not be practical to assess closely the way training was being carried out for every youngster. Instead, the system of training for "occupational training families" that his organization had worked out for the MSC would provide a way of assessing the result of the training.

Mr Jack Mansell, director of the Further Education Unit, told college staff at the conference not to be



Jack Mansell



Ron Shepherd

discouraged when their schemes were turned down by the MSC. "It's not like the City and Guilds, where you get a considered final judgment. You won't always get what you want the first time, but go back again next year."

But it was becoming clear that the role of the colleges would be secondary in what was clearly an employers' scheme. "You're at the bottom," he said.

Colleges should try to become involved in curriculum design wherever they were allowed to, but they must concentrate on what the YTS was not going to do, which was to accept responsibility for providing vocational preparation and continuing education for everyone, without selection. It was up to the colleges to ensure that there was access to further education for those leaving the YTS, many of whom would not get jobs.

"There is no Government policy for vocational preparation generally, and it is our job, not the employers', to see that there is progression from the YTS and whatever may be happening in FE."

Colleges should be turning their attention to providing suitable courses instead of trying to fill up the gaps in their traditional workshop courses, which was of little point since the jobs they prepared youngsters for were disappearing.

Edited by Mark Jackson

Careers Diary

by Brian Heap



Hardly a day goes by without some mention of the MSC's Youth Training Scheme though whether or not it will be the success everyone hopes for remains to be seen. Such publicity however might have a spin off in schools and encourage all headteachers to take careers education seriously. Certainly any school which is not undertaking a formal education programme for its 16 year old leavers is leaving itself open to criticism.

Even with one lesson period each week in the fifth year much can be done to help those who are applying for jobs and going on interviews for either the YTS scheme or permanent full-time work. At the same time preparation for unemployment is also needed with positive guidelines.

This is the time of year when a syllabus for next year's leavers should be planned, and fortunately there are plenty of reference sources for those teachers with little experience of careers work. Such a syllabus should follow the normal sequence of events, starting in September with the question of where and how to look for possible openings, coupled with self-assessment.

Currently the YTS is trying to establish some of its training schemes by way of occupational families so that

trainees will gain experience in one type of work which will also be of use in other similar fields. These "families" cover administrative, clerical and office services; agriculture, horticulture, forestry and fisheries; craft and design work; general activities in scientific and technical work; manufacturing and assembly work; processing occupations; food preparation and services; personal services to customers; community and health services; transport services; work outside formal employment.

The *School Leavers Handbook* (Careers Consultants, 10 copies for £9.50) and the *Job Finder's Guide* (Kogan Page, paperback £3.95, hardback £8.95) are both very good value. The former covers choosing a job, self-assessment, where to look, applications, interviews, wages and budgeting, the latter covering a similar field with more emphasis on job descriptions.

The opening weeks of the term should give a lot of attention to applications, writing letters and filling application forms. Hebbson's *Press My Job Application File* (£2.25) is ideal as a work or reference book and includes a number of sample job applications from different firms. Even using the telephone for job hunting is a necessity in some cases and this is the subject of the *Careers and Occupational Information Centre's* book, *Phoning Mock Interviews* should then follow since firms will normally start their recruitment from November onwards.

Optimistically, the course should also cover the world of work - contracts, pay, tax, health and safety. (See the COTC publication *Work Facts for the young worker* 95p.)

One must also look seriously at the whole subject of unemployment which receives very good coverage in *Facing Unemployment* (Hobson's Press £2.90); and why not a final project on working for yourself (a book of that name is published free by Barday Bank, Juxon House 94, St Paul's Churchyard, London EC4.)

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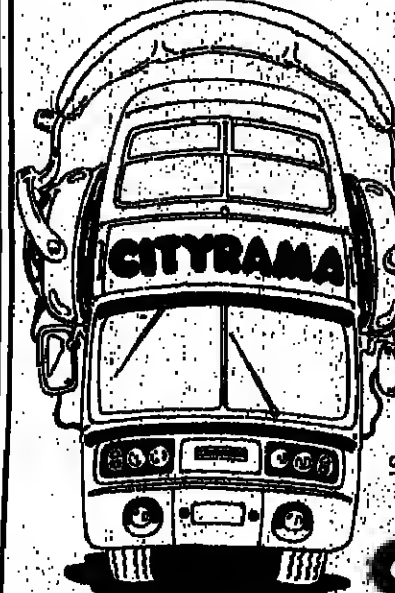
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OVERSEAS

Taming tactics in the lion's den

Lucy Warner

LETTERS

What teachers can gain from staff appraisal schemes

Sir - "Name and address available on request" (TES, July 1) asks a number of questions. Some of the answers require more detail than is practical in a correspondence column, but a brief response is called for, and he or she will see my name and will know my address if further information would be helpful.

The report in your edition of June 10 was the result of a five-minute telephone conversation with your reporter and could not possibly convey the full purpose or "flavour" of the Cambridgeshire initiative. It also made some assumptions as does your correspondent. The primary purpose of performance management is not to help an i.e.a. make decisions about staffing, job descriptions, contract and salary. It is to ensure that people know clearly what it is they are expected to achieve and whether they are achieving it; to give a better understanding of how individuals contribute to the overall aims of an organization (e.g. school) and to focus on training needs and career aspirations.

I agree very much with your correspondent that employees should be asked what kind of support they need: that is exactly what is happening in our small pilot scheme, and I have been at pains to emphasize that schools should only join the scheme if they believe it will be useful to them. Participation is therefore voluntary: the figure of "100 teachers likely to be involved" was quoted as the maximum for this initial pilot: in practice it is likely to be much smaller.

The key to goal-setting is agreement and the adjective "pre-defined" is not mine. The goals for the coming year are arrived at by a process of discussion (in much the same way that an architect's brief is worked-up) until a realistic target is agreed. If agreement is not reached by the two people concerned a judgment will be made by a third party, the next most senior colleague, though my experience of operating the scheme within an office has not yet reached that point in a single case. It does of course require a commitment of time, especially in the initial stages, as your correspondent implies, but if the benefits do not justify the time then the school will no doubt choose not to continue with the system.

My own belief is that most people prefer clarity about what is expected of them and to know whether or not they are performing well, rather than to be left ignored or uninformed. Although professional advice from outside the school is important and helpful, many of these questions are best addressed in the context of the individual school by the professional who work in them. It is interesting that the subject of annual appraisal is starting to be raised by some of the professional associations and the small Cambridgeshire pilot will, perhaps, make a contribution to that debate.

G H MORRIS
CEO
Shire Hall
Castle Hill
Cambridge

Creeping effect

Sir - I note in your article concerning the report published by the National Council for Educational Standards (July 1) that the authors "claim to have adjusted the results to allow for social class differences between authorities and for the 'creeping effect' on comprehensives by selective schools".

I have a letter from the council

requesting a copy of my 1982 examination results. They show no interest in any information which would enable them to make adjustments for social reasons or for "creeping".

R W STREET
Headmaster
Stewards School
Parnall Road
Harlow
Essex

Software

Sir - Although most primary schools I know have been allocated totally inadequate budgets for the purchase of educational software, and I agree that the benefits of the present hardware subsidies will not be fully felt until the subsidies are extended to cover software, that is not the problem at our school. Our problem is spending our software budget.

Why? I have been a teacher for eight years, and I wrote my first computer program 16 years before I became a teacher. There is no way in which I am willing to buy most of the software at present available.

Take "Scans" for example. This was reviewed in your columns only 1, and I had been able to use it about a month before that. In my opinion a program which allows children to enter the numeric part of a quantity without its units, serves no educational need. Most children I teach have very little difficulty with reading most laboratory instruments, other than dual range instruments, which "Scans" does not simulate. It is the units which they forget or confuse.

Even those programs which are satisfactory are totally inadequately documented.

For example, many schools, including ourselves, have bought BBC Model B with disc interface and operating system but with cassette recorder, as this is the configuration which receives the government subsidy. Yet not even the software supplied with the computer itself can be run on this configuration using only the documentation



Teachers need to be more critical of unsatisfactory software

supplied with it, while major changes to the operating instructions supplied with many other programs are needed before they can even be loaded. I can see enormous problems in extending subsidies to cover software until such time as teachers are as critical of unsatisfactory software as they are of unsatisfactory textbooks.

BARRY GRAY
24 Bismarck Road
Gillingham
Kent

Basic problems

Sir - Anita Straker's statement (TES, July 1) that it is "hard to envisage any 'improper' use of a computer in a primary school" must rate as a classic educational gaffe. One would like to ignore it but it comes with institutional authority.

The most obvious improper uses are those which waste children's time because software is bad in the ways



Kenny Everett: one of the performers who received a low rating from the DES report.

Popular values

Sir - It is sad how Mr Chris Dunkley misses the point, and debates the discussion of the DES report, *Popular TV and Schoolchildren* (TES, "Platform", July 1).

I do not wish to support all their judgments. But I do call on Mr Dunkley, and educationists in general, to recognize what it is that concerned the authors of the report, and to share that concern.

The report opened explicitly: "It was concerned with the images of adult life and society made available to young people". It added: "It is important to note that the focus of attention is... on values, explicit or implicit, within the programmes". These (as it pointed out) are not matters that can be dealt with by censorship.

The report was concerned with popular programmes because they are watched more. It is the amount of time spent on television that makes it more significant than any society's previous experiences.

The poverty of Mr Dunkley's mind is hinted at in the rhetorical questions he puts in response to his question, "What are the teachers really telling us?"

Classroom conflict

Sir - I was amazed by Gwilym Scourfield's attack on David Leland's television play, *Birth of a Nation* (TES, July 1). To accuse him of "oversimplification of his case" and distortion of the truth is to ignore what seems to be Leland's main argument.

It is naïve to assume that the play was about "the evil of corporal punishment in a poorly managed school situated in an area of high unemployment". This may have provided a dramatic background, but the play's purpose was more subtle than Mr Scourfield suggests.

Similarly, Lawrence Norcross wrote in his review of the play that "though David Leland's play is not in the end signifies very little" (TES, June 24).

The play was about all the conflicts in schools, and not just about bullying, and too many characters in that school were intent upon their own survival among those conflicts - at the expense of their pupils. (Perhaps that is even true of Mr Scourfield, who writes in his review that "the play is not in the end signifies very little".)

If so much energy is channelled into conflict and survival, is it surprising that learning comes low down on the

list of priorities? How can a nation be born into such unempathetic surroundings? The play demanded personal reassessment from every teacher: why am I in school at all? I would like to show the film to every student teacher in the country as September approaches.

JANET BRENNAN
Head of English
Sandfields Comprehensive School
Southdown View
Port Talbot
West Glamorgan

Unconvincing fury

Sir - In your article concerning the report published by the National Council for Educational Standards (July 1) that the authors "claim to have adjusted the results to allow for social class differences between authorities and for the 'creeping effect' on comprehensives by selective schools".

I have a letter from the council requesting a copy of my 1982 examination results. They show no interest in any information which would enable them to make adjustments for social reasons or for "creeping".

ELAINE LEVER
Bridge Farm
Lillingstone Lovell
Nr Buckingham

Over emotive

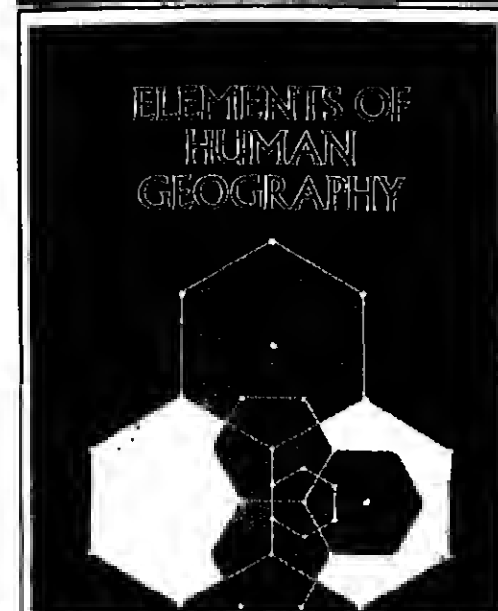
Sir - Mark Jackson's article (TES, June 10) seems to miss the point totally. Whilst I've had close connections with the Business Education Council since 1977 I have never been a member of the BEC committee so that I can comment freely, based on experience of having run an FE examining body. For a start, many of the nominees to educational bodies of the National Association of Teachers in Further and Higher Education and the Association of Principals of Colleges (of both of which I am a member) are persons whose union involvement is strong. Whilst this is admirable it does not necessarily mean that they are the very best available people in the country to advise and assist in matters of curriculum and assessment.

The system suggested by the chief officers has the advantage of involving providers directly and doing away with the overload of programme committees and minor advisory bodies which appear to be set up in perpetuity without always producing results. From the point of view of cost and curriculum development effectiveness the chief officers' proposals seem to have everything to recommend them, and the inappropriately emotive tone of the headline and parts of the article are hardly likely to make a difficult task easier.

JOHN GARDNER
Principal
Leigh College
Leigh

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

FEATURES



The geography of race

David Wright finds two of the standard texts in human geography are an insult to certain races

The evidence from two textbooks that are in every way above average - modern, detailed, popular, by respected authors and well-known publishers - suggests that in spite of everything that has been said about racial issues in the classroom, the material used in the study of race is insensitive and misleading and shows little sign of improvement.

The two books represent the extreme ends of a spectrum of authorship. *Man and his World* by J A Dawson and D Thomas (Nelson 1975, seventh impression 1982) is by two senior university teachers. If this book has academic weaknesses, other books are likely to have even greater ones. *Elements of Human Geography* by C Wynne-Hammond (Allen & Unwin 1979) is from the chalkface in a multicultural area. If a teacher in north London is unaware of the multicultural nature of our society and the need for a changed curriculum, what hope is there for other authors?

Neither of these books considers the genetic unity of *Homo sapiens*. All mankind is biologically more similar than - for example - a blackbird and a thrush, or a cliff swan and a tree toad.

"The Diversity of Man" - not the unity of man. After a quick study of the history of mankind, we plunge directly into an account of the differences between races.

In *Elements of Human Geography* the "Population Distribution" chapter starts uncompromisingly with the sub-heading "Race and Races". The first sentence states bluntly "Every race knows that human beings are not the same the world over." Clearly, it is the differences that matter to the author, not the similarities. He continues: "Of all the methods used in identifying human groups, the most common is by race". There is no evidence given for this assertion; nor is the reader invited to question whether division by continent, or by country, or by faith, or by age, or by wealth, or by occupation, or by interests might be more common, let alone more useful or more important.

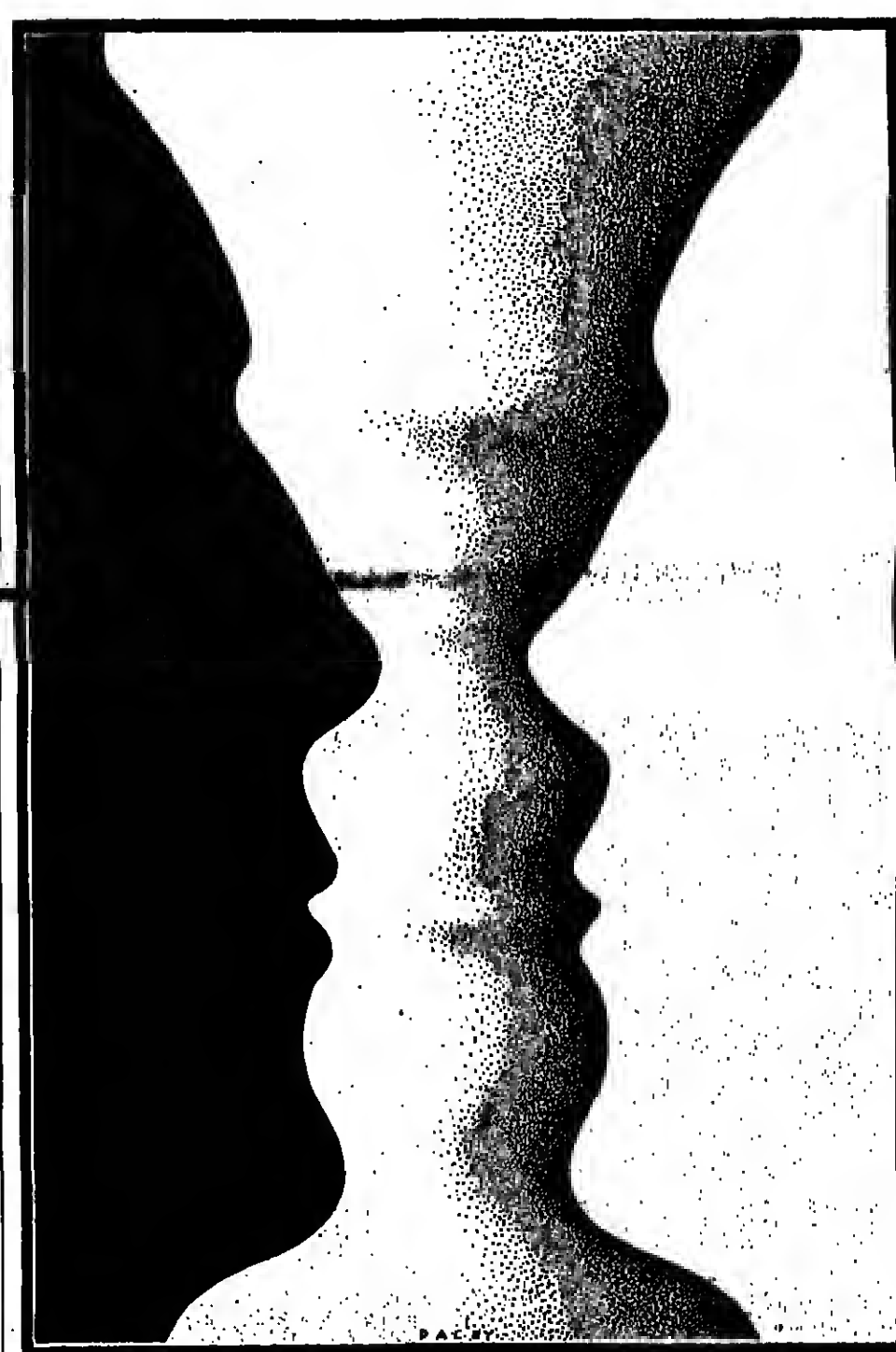
Both books are strong on racial differences - but nowhere do they stress that the differences are minor. Two pages on the different widths of beads, oases, oases, oases, etc take on the role of major contrasts, since the similarities are never mentioned.

Man and his World tells us "The negroid head form has a strong inclination towards prognathism (a jutting chin)." Both books state that negroid people have "everted lips"; one book explains this as "turned outwards". Are such pseudo-scientific and obscure words really necessary? And might it be that whites have lips that are turned inwards (inverted)? The assumption is that we are normal and they are odd.

"The lips are thick" is a statement about "negroid people" in both books. But "thick" does not just mean "broad" to pupils: "thick" is also used as an adjective to imply low intelligence.

Dawson and Thomas write "head hair is coarse-textured and curly or woolly". Wynne-Hammond readers this "Coarse hair, usually curly or woolly." But "coarse" has numerous meanings - mostly uncomplimentary. The contrast is "fine" for "caucasoid peoples". "Woolly hair" may not seem insulting at first sight - until it is misinterpreted as "woolly-headed" and applied to minds and thinking. The contrast is "straight or wavy" for "caucasoid" people (in both books); these words have many positive connotations in contrast to the negative connotations for the words applied to "negroids".

"The mongoloid group - another word with negative meanings - have 'broad faces' (Dawson) or 'fat faces' (Wynne-Hammond). 'Fat noses' (both books), and 'coarse hair' (both



books). They have "the epicanthic fold" (both books): this is explained as "with skin drooping over the eyelids". "Drooping" is not an attractive term.

The ultimate in negative terminology comes from Dawson and Thomas' description of "capoids" (Bushman and Hottentots). "Females exhibit a pronounced physical peculiarity named steatopygia (that is, an excessive development of the fatty tissue on the buttocks)". Notice the negative words: "pronounced peculiarity" and "excessive development". Why do these authors describe other people as "peculiar" with "excessive" development? Might we not be equally peculiar in their sight? Would the authors welcome a comment such as this, if a "capoid" wrote a geography book: "Britons have a pronounced physical peculiarity named osopygia (that is, inadequate fatty tissue on the buttocks)"?

Both books offer very negative descriptions of non-whites, and very positive descriptions of whites. This may only be accidentally racist - but



characteristics. He states: "Some psychologists believe that certain mental attributes can also be an aspect of race - factors like nature and intelligence." These anonymous (and discredited) psychologists seem to carry his approval because he does not mention that most psychologists do not agree with them. And he makes sweeping statements with no evidence. Of Nordic people, he writes: "Mentally they are apt to be inventive and energetic, and have the ability to plan. Found in Britain and Northern Europe".

He does not describe the mental state of non-whites, but the implication of inferiority is clearly there. This is blatant racism - yet the book was first published as recently as 1979. Of the Mediterranean people he asserts: "mentally they may be poetic, musical, artistic and hot-tempered".

I, too, would be hot-tempered if I were described in that way by an author who had just described himself as "inventive and energetic". How fortunate that this author lives in London, for he states: "In Britain this type can be found in Scotland, Ireland and Wales".

Why is this unsubstantiated gossip allowed to appear in print? The author starts his book by saying, "The subject (geography) is becoming less descriptive and qualitative, and more scientific and quantitative". Yet by page 22 he is becoming totally unscientific. And he is leaving both white and black pupils to wonder what black people are like "mentally" by comparison with "Nordic" whites.

Small wonder that by page 50, he is asserting, "Many countries can no longer absorb large numbers of aliens... some countries are highly selective indeed in their acceptance of foreigners". With "facts" like these, one might expect the statement "only Nordic caucasoids need apply".

Dawson and Thomas, who avoid statements about the mentalities of racial groups, write "often... in-migration is perceived as the introduction of alien and unwanted groups which upset the economic well-being and social homogeneity of the existing society...". There is no discussion of whether this perception may be wrong. Statements like this, in respected books by respected authors, reinforce lies, half-truths and misconceptions about the causes of immigration to Britain. By describing people's alleged perception, they are encouraging the perception they describe.

Material like this should be challenged by teachers and by students but with exams in sight few will have the time or inclination to question the textbook - most pupils will grasp it as the means to that coveted certificate.

If teachers with sufficient expertise to be authors of standard textbooks write this insensitive material, what hope is there that other books - and other lessons - are less bad? At a conservative estimate, 100,000 pupils have studied *Man and his World*. Some of them are now policemen, teachers, social workers. Others will soon qualify in these fields. What will their attitudes to race be?

The newer book is worse than the older book. So those who assume that things are getting better and that the problem is old books are wrong. The concept of a multicultural classroom or society seems to be totally unfamiliar to these authors and these well-known publishers seem to have only considered the mapscripts from the viewpoint of white pupils.

Clearly, we still have a long way to go if we are seeking a non-racist curriculum and an anti-racist society.

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FEATURES

Young writers

Jonathan Croall looks at the changing face of creative writing through the children's literary competition which this week celebrates its twenty-fifth year



A really decent teacher doesn't need it, but since half the teachers aren't much good, they seize on the idea.

The idea in question, which teachers have been seizing on now for a quarter of a century, is the W H Smith Young Writers Competition. Although there is clearly considerable substance in this critical comment made by one of the 1983 panel of judges, it's also true that many teachers have made more creative use of the competition in encouraging children to write for a public audience.

The idea came originally from Sir Herbert Read, best known to teachers of the post-war period as the author of the pioneering book *Education through Art*. Read, an established poet and literary critic, believed that children

were capable of expressing themselves in literary form, and argued that it should be one of the primary concerns of education to help them to express themselves in this way.

Today such a philosophy may be unexceptional, but in the late 1930s it was not widely accepted. Impersonal and carefully argued essays were still the norm expected by teachers in most secondary schools, while at the primary level few were prepared to encourage their pupils to go beyond the well-worn themes of Spring, My Holidays or Witches.

Read and his first panel of judges - they included the influential HMI Christian Schiller, the novelist William Golding and the poets Richard Church and Kathleen Raine - were looking for something completely different.

They were certainly not concerned with technical questions of handwriting or spelling. What mattered in the children's work, Read asserted, was "the freshness of the vision, expressed in clear images; the depth of feeling evident in the choice of words and the rhythm of the sentences" and, at least among the older age group, "an ability to organise expression into effective form".

For its first 18 years the competition was run by the *Daily Mirror*, and known as the Children's Literary Competition. Seven years ago it was taken over by Smith's, who changed the name, and began to promote it vigorously in schools. As a result, around 90 per cent of the entries are now submitted through schools. Some representative winning entries of the last few years show that this change has brought both gains and losses.

The most marked shift over the last 25 years has undoubtedly been in the choice of subject matter. Each year a selection of the prize-winning entries has been published in book form, originally by the *Mirror*, nowadays by Heinemann. The writing in the early collections concentrates overwhelmingly on individual experience, and on the sensibility of the writer. Personal relationships are all-important: children write of their experiences with grandfather, a tramp, a mysterious stranger. Animals also figure prominently ("Lament for a Pony", "The Dog with a Million Fleas"), and sometimes become the protagonist of the story ("A Year in the Life of a Blue Tit").

Much of the early work displays the kind of freshness and evidence of feeling that the judges hope to find. An eight-year-old girl, writing about "The New Baby", begins: "When I was five years old, I started asking my mother if I could have a baby. 'No dear', she said. So I asked her why. 'Because I am not feeling well.' But I still did not listen to her. I kept on asking her."

Junior-age children could also handle verse forms with apparent ease, as one seven-year-old shows in her poem "The Moon":

Would you like
To be the Moon
And laugh at people
Trying to reach you
Would you like
To be the stars
Making patterns
In the sky
Making all the people cry?
We want you stars
Come here,
I would rather
Be the Sun
Shining on
The work I'd done.

On the other hand, a great deal of the material of the late 1950s and early 1960s, especially in the 13 to 16 age range, is self-conscious, knowing, or pretentiously literary; examples of "fine writing" of the worst kind. Taken together, the entries of this period rarely exhibit any understanding of or interest in problems of a social or political rather than individual nature.

By the 1980s the picture is looking very different. Topics such as conservation, the bomb, and inner-city deprivation all now feature as a matter of course among the material submitted. The judges have noticed a great upsurge of outrage about poverty, resulting in many sympathetic entries on the plight of the lonely, the old, and the poor.

The 1982 winning entries certainly reflect this radical change. "Remember: the disabled are no different from ourselves," warns one 15-year-old at the end of her sympathetic piece on her disabled father (evidently prompted by the International Year of Disabled People). A 15-year-old boy reflects on teenage fantasies in "Youth": "All day long and waiting for the weekend. Spending all my money on space invaders and fruit machines. Running to the chippy on Friday nights. Chattering up girls in a sweaty disco, quick fumbled sex behind the bike shed. Spewing up your first Bacardi; a flick blade flashes in the moonlight."

Other pieces also reflect the violence and disrupted lives perceived by the young. One deals with family breakdown, another with psychiatric disorder. The Holocaust is pitifully represented in a short, sharp poem "The Gospel According to St Nuclear", in which "Eve's nostrils filled with gas/And her body did not breathe/And Adam's ribs crumbled inside him/And mankind was no more."

There is even a witty political pastiche, "Margaret Caesar", in which the leader is



Sir Herbert Read in the 1930s: the competition was his brainchild. Wamed by her husband Dennis not to go to the House, but spurns his premonitions, and is murdered by her Tory colleagues - "Et tu, Willie? Then I must die."

Clearly much of this shift can be put down to the influence of films and television, though this does not completely explain the emergence of a particular theme in any given year. In 1982, for instance, there was an abundance of entries dealing with the supernatural, while last year there was a significant increase in the amount of social comment. This year there has apparently been more science fiction than ever before, many entries running to 30 pages or more. *ET* may have a lot to answer for.

Yet teachers remain a pervasive influence too, explicitly or otherwise. The evidence of increased social awareness is clearly due in part to the determination of many English teachers to encourage children to understand what is going on around them, as well as to come to terms with their own feelings in their writing. Yet not all the influence is positive. Although the competition has encouraged many children to write, and on many teachers who insist on submitting thirty examples of their pupils' ideas on "Looking at Giraffes". The message that the competition is designed for exceptional pieces of writing has still not got through.

Each year also produces another kind of influence. The first published anthology for 1959 contains an erratum slip which begins sheepishly: "Will you kindly note that the three entries listed below are now known to be copies". Such use of existing material has prompted the setting-up of a plagiarism panel, to which dubious items can be referred. With Ted Hughes as one of the current judges, it's rare for a plagiarized poem to go through undetected. Science fiction presents something more of a problem, being outside the expertise of the present panel.

Many teachers shun this and similar competitions because they are opposed to the idea in principle. Others certainly use it for the wrong reason, either simply to fill a lesson, or to enhance the prestige of their school or department. Yet if the worst of the current 35,000 entries reflect the awful mediocrity of so much English teaching, the best can serve to confirm Herbert Read's belief that "in rare cases the child is capable of a quality of expression that is to be judged and accepted by the highest standard of literature".



Christian Schiller HMI: one of the early judges

FEATURES

Teach it yourself

Encouraging parents to come into the classroom and teach their children to read has proved so successful that a Sheffield first school has taken up and expanded the idea, Peter Hannon and Jo Weinburger report

All parents in the selected group reported that the children read more frequently at home by the end of the project. This included reading out loud - 13 read to their mothers at the start of the project, and 21 did at the end. The children were also reading a wider variety of materials.

Attendance at the workshop was high in relation to what one normally expects in school-based parental involvement schemes. Out of the 24 parents invited, 18 did so over the course of the school year, and most came on a very regular basis. Reasons for non-attendance included employment or domestic commitments.

During the course of the school year, 255 games and 219 books were borrowed from the workshop by the parents and children. On the whole, parents borrowed at least one item, and often two, at each attendance at the workshop (or had materials sent home on a fortnightly basis).

Before the workshop began teachers were invited to predict children's reading attainment at the end in terms of what level books they would normally expect them to be reading. Most children, attending the workshop exceeded these expectations. Children whose parents were invited but did not attend, on the other hand, were at or below the level expected.

Teachers' ratings of children before and after the workshop also showed that there had been an improvement in their attitudes to reading. "They are seeing the enjoyable aspect through playing these games," said one teacher. "They've got a better attitude than the other children in the class."

Both parents and teachers reported greater contact. They saw one another and chatted more often and parents became more aware of the teachers' job. One child's mother said: "Before I thought he just went to school and the teacher taught them things and it just went in." Another remarked: "You're not taking the teachers' job off them; but you're given an insight into how children learn and how you can help."

Over half the parents used books and games more at home than before. "I play with him more than I used to. I've got more patience with him that way. It didn't interest me before," was a typical comment.

All three teachers involved reported improved relationships with parents. "I feel much more confident with them now and I'm sure they feel much better with me," said one.

The experiment has proved such a success that the school is now running the workshop without outside assistance and has expanded it to include more teachers and pupils.



Some things that have worked at Fox Hill may be applicable to other schools and other areas and some not. The working-class community from which the parents and children came is a deprived one, and the workshop which helped to promote a feeling of group and common concern among the parents.

None of the parents had difficulty coping with the level of literacy required in the project which might not be the case elsewhere. It also needs to be borne in mind that this was not a multi-racial area, so that parents had no difficulty communicating with the teachers, or with the language of the workshop activities.

However, the project did demonstrate that it is possible to put the idea of a reading workshop into practice.

A fuller report, *The Fox Hill Reading Workshop*, by Jo Weinburger is available at £1.25 (inc p&p) from Family Service Units, 207 Marylebone Road, London NW1 5QP. Jo Weinburger was the adult education worker involved in this project. Peter Hannon is a lecturer in education at Sheffield University.



The full stop

Ann Henshaw probes the grasp five years olds have of elementary punctuation

retorted: "It's because they've forgot it." Benjamin's creative perception of "those little dots", though similar to Gillian's, was already partly eroded by an awareness of the conventions of syntax: "It's for if you go off the page and go on the desk... you stop... you don't start again... you start again after a minute or two."

By contrast, Mark, and later, Simon, seized what they saw as an opportunity to explain the vague vagaries of "them". First Mark: "It's to tell you when they've finished... It's not near the end of the page they have one." He indicated the end of the page they have one.

That one took a bit of working out but he knew what he meant. However, Simon had "them" completely sussed: "When they have to finish a page of writing they have them... If there's no room and you have to go on another page they put a fullstop there then. Then they put a picture... then they go on another page... then a picture" (and so on).

Sarah sounded weary. She whispered, with what seemed like undying gratitude to the inventor of the full stop: "It stops you from doing writing".

Kieran offered his observation with a confidentially which belied his devil-may-care chuckle: "It's at the end of your work you put one. (chuckle) You get told off if you don't".

Never mind. Lyndon, the most patient and endearing of my five year-old "teachers" was sympathetic. He demonstrated what I think has to be the may favourite explanation of the full stop: "Look... (and he commenced reading in a sombre tone) 'It is another day.' (Stops reading)... then it's the fullstop see? ... I miss a bit of my voice out and then I start again."

Finally David who was having no truck with the likes of me and my silly questions. "David", I said in my sweetest child-interviewing, response-encouraging tone, "you see these little dots? Why do you think we have them?" David looked mhn straight in the eye and said with a defiant and absolute finality: "Dad's going to tell me when we go in the caravan". I don't think there was an answer to that - was there?

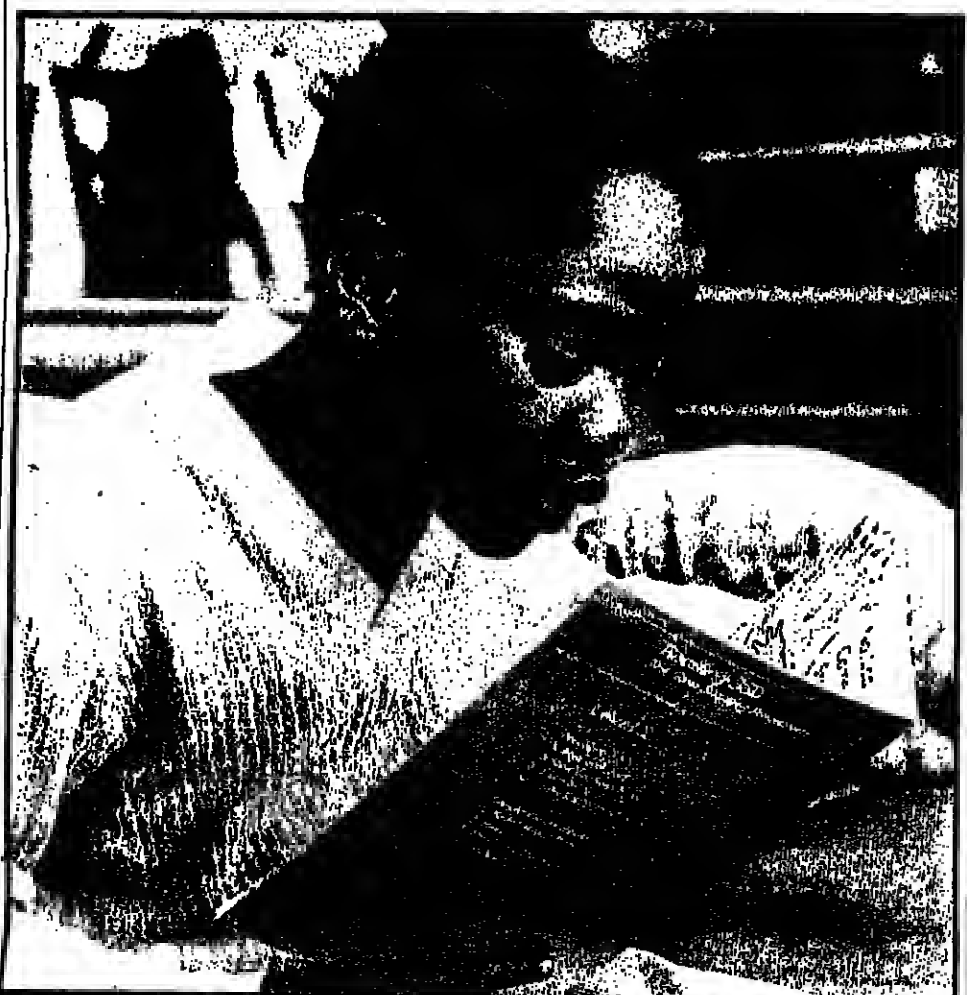
Ann Henshaw is a research student at Keele University.

6 If you don't put a full stop and you write a letter people might think you've forgotten to post the other half

6 I miss a bit out of my voice and then I start again

Hear my cry!

Beverly Anderson recommends children's books with an authentic Black voice



Somewhat better, though less good than her earlier novels, is *Comeback* by Marjorie Darke.

The number of books in print which deal with the life and experience of black children is surprisingly large. More than half appear to be by black writers and they all seek to explain what life is like for black children, to lay the blame for their distress at the appropriate door and to encourage young black people to have confidence and pride. The badly-written books are few and a number of the ones I looked at are very good indeed.

I shall deal with books for older children first and then look at some for the 5-11 age range and finish with some picture books for the very young.

Paula Fox's *The Slave Dancer* (Macmillan, 1973) struck me as a powerful novel the first time I read it, bringing home the reality of the Middle Passage in a vivid way. On reading it again in the light of critical articles questioning its portrayal of the slaves as a nameless, inert mass, it still seems to me a worthwhile account of the effect of the slave trade on one boy. While it would be wrong to introduce it to a class as the only description of slavery, it has a place when balanced by the works of people like Julius Lester or Mildred Taylor, black American writers of outstanding skill.

It was interesting to notice how complete a history of black American life one could get from children's books alone. I haven't yet come across a novel set in the Civil Rights days of the 1960s, but there may well be some. Julius Lester's *To Be a Slave and Long Journey Home* (Longman and Puffin), tell the story of slavery in the United States through factual and fictionalized accounts handed on from people who were slaves themselves. Mildred Taylor describes life in the segregated South of the 1930s through a spirited heroine who "never did approve of group responses" in *Roll of Thunder, Hear My Cry*, Newbery Medal winner for 1977, and *Let the Circle Be Unbroken*, 1982, both published by Gollancz. Arrilla Swadlow is one of the best novels by Virginia Hamilton, which tells the story of a 12-year old girl coming to terms with her older brother's actions which spring from his involvement with the Black Power movement. *Nobody's Family is going to Change*, Louise Fitzhugh (Gollancz and Fontana Lions), has an enchanting heroine, from a black bourgeois family who has to struggle against her parents' stereotyped ambitions for herself and her brother. She wants to be a lawyer, he longs to be a musician.

Julius Lester, a less comfortable picture of contemporary black American life is revealed in the books of Rosa Guy such as *The Friends*, Edith Jackson, *New Guys Around the Block* (all Gollancz). These are vivid, honest and exciting portrayals of inner-city life. *Basketball Game*, by Julius Lester (Puffin), is set in a middle-class suburb where whites move out as blacks move in. Though it deals with segregation it is also a hilarious and touching account of male adolescence in the face of puberty and first love. Avoid Get on out of here, Philip Hall's disappointing book from Bette Greene (Hamish Hamilton). It is a horrible piece with totally implausible characters.

Two widely praised British books also proved to be over-rated. *Rainbows of the Gutter*, by Rukhsana Smith (Bodley Head), is a good sociological tract disguised as a novel. Its hero is a very clever black artist with a militant sister. His family life and friendships are described in detail, including his growing respect for some Rastafarian friends, his marriage, his child and sets up an independent craft cooperative, despite tragic setbacks, but neither he nor any of the other characters is at all believable. There Ain't No Angels No More is well-intentioned and won the Collins Award for Multi-Ethnic Books in 1978, but I found it confusing and "poetical" in a way which would have most young readers nodding, I suspect, from very early on.



Alex and Roy

A multi-racial cricket team is the focus of Tony Drake's *Playing It Right* (Collins), which describes the struggles of an ill-assorted group of 12-year-old boys to play well enough to get on with each other in time to take on the local private school in the League final. It is fast and entertaining but his new book *Half a Chance* is much less good. It deals with the attempts of a group of young people, one of them black, to start a rock band. The style is leaden, the characters are wooden but it is undemanding entertainment, and may well be popular with its intended audience of 9 to 13-year-olds.

Several of the historical novels of Robert Leeson have black characters at their centre. He is an outstanding writer whose books are exciting, fresh, funny and uncompromising. *Silver's Revenge* (Collins), is a revised version of *Treasure Island*. It features a number of black characters who are notationally slaves, but more than a match for their masters as the tale goes along, and heroine Bella, who captivates the narrator, is a formidable girl. The daughter of Long John Silver by his Jamaican wife, Bella has enough vigour and initiative to gladden the heart of any twentieth century feminist. *Maroon Boy and Bear* (also Collins), set in Tudor England, are about the importance of slavery in the buccannery days which still grip the British imagination. Black and white lives have been intertwined in the history of this country, and books like these and those of Marjorie Darke make the point in an entertaining and readable fashion.

Farrukh Dhondy's collection *Come to Mecca*

contains three of the best. *Black and White* by Hamish Hamilton is a collection of stories which link the lives of black and white children in every day adventures happenings like *A Day by the Sea* or *Berron's Tooth*. These are very attractive books for libraries in infant classrooms. I also recommend *Nini on Time* by Errol Lloyd (Bodley Head), about a group of children trying to get a lift to the zoo, Alex and Roy, by Mary Dickinson (Deutsch) with marvellous, funny pictures by Charlotte Firmin, about the friendship which develops between a white pre-school boy and his black visitor after a bad start, and *Nandy's Bedtime* also by Errol Lloyd (Bodley Head) which follows a small black girl through her bed-time ritual.

For a further selection of books for children 11 and under I recommend a new book list from the National Book League *What All Live Here*, selected by Anne Kersterson, which describes some of the books I have mentioned and many more. For older readers the Youth Libraries Group have put out a pamphlet No 222 *Multi-Racial Books for the classroom* which is very useful. *Racism and Sexism in Children's Books* edited by Judith Stinton, Writers and Readers Publishing Cooperative, is one of a number of publications which deal with some well-known titles, and the issues surrounding books for a multi-racial Britain which I have only had time to touch on here.

Beverly Anderson is head of Berrinwood First School, Oxford and presented of Channel 4's Black on Black.

Of the four stories I read based in Africa *Snake* by Naomi Mitchison (Collins Young Fictions), is suitable for young readers of nine plus, though it would also be good for reading aloud to children of seven upwards. Set in rural Botswana it describes the journey to the town hospital of two village 10-year-olds, one of whom thinks she has a snake bite. It will appeal to children who know nothing about Africa and will teach them a good deal about Botswana life while they are getting caught up in the adventure. Peggy Apple's *Slaves of Gold* (Deutsch), has an End-Byzantine plot and language - "Mummy will be cross if the meal is not ready. Adwaa gracefully." But, like *Bylton*, she tells an interesting story with lively children taking initiatives to set up a library in the village, and the contrast between children from Africa and their cousins in rural Ashanti is unconsciously described.

Surprisingly the only book of the four by an African, Bicol Emetche's *Wrestling Match* (OUP) struck me as stilted and difficult to read, almost as if it were poorly translated from some other language. The village setting was inadequately described and I think its appeal is likely to be slight. (Her book for younger children *Titch the Cat*, Allison and Busby, which is based on a story by her 11-year-old daughter, and set in Britain is fresh and lively.)

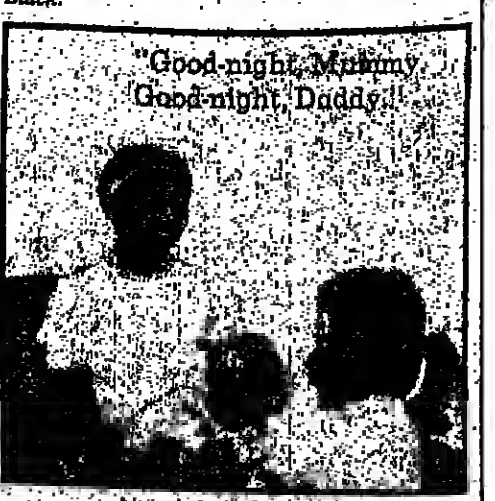
Finally *Go Well, Stay Well*, by Tockey Jones (Bodley Head), the story of a friendship between a white South African teenager and a Zulu girl, could easily have been just another worthy sociological tract. Despite the author's evident urge to inform English readers about the facts of life for black South Africans, her passionate concern combined with well-drawn characters results in a fine novel, which even from the viewpoint of a privileged white "liberal" honours the strength and indomitable humour of its black characters.

For younger readers there are a number of good stories like *Titch the Cat*, referred to above, or *The Steel Band* by Wendy Green, an Antelope book published by Hamish Hamilton, which tells how over-energetic and disruptive Vernon is able to channel his energy into leading the school's steel band. The *Julian Stories*, by Ann Cameron, (Gollancz) feature a small black boy and his little brother Huey and might be enjoyed by children as old as eight who like to feel superior to "little uns". *Babylon*, by Jill Paton Walsh (Deutsch) is a picture book of subtlety and great charm, to read aloud to a small child or for an eight year old to read to herself. It uses Jamaican speech rhythms in an unforced way and the illustrations by Jennifer Northway are lovely. This is an outstanding, gentle and poignant book. The *Emmanuel* books by Karl Craig (OUP) are actually set in Jamaica, and the illustrations, though idealized, show what rural Jamaica looks like. But the black hero speaks with an English voice, which seems more unreal in this setting than it might if the story had been set in Britain. "This is Mr Johnson's tree, and if he catches us he will be angry." Representing the speech of children from the Caribbean is obviously tricky. If the words are spelt phonetically, their sense can be obscured. If the language is totally Anglicized it sounds false. Farrukh Dhondy and Jill Paton Walsh, as well as a number of Caribbean writers, seem to have solved the problem, often by using the West Indian word order but English spelling, a solution also used by John Agard in his picture book *Dig Away Two-Hole Tim* (Bodley Head, 1981). "In his pocket you bound to find a kururu seed or two. Since this fruit seed so round it's good for rolling on the ground." Good music

use excellent colour photographs to link her stories of black and white children in every day adventures happenings like *A Day by the Sea* or *Berron's Tooth*. These are very attractive books for libraries in infant classrooms. I also recommend *Nini on Time* by Errol Lloyd (Bodley Head), about a group of children trying to get a lift to the zoo, Alex and Roy, by Mary Dickinson (Deutsch) with marvellous, funny pictures by Charlotte Firmin, about the friendship which develops between a white pre-school boy and his black visitor after a bad start, and *Nandy's Bedtime* also by Errol Lloyd (Bodley Head) which follows a small black girl through her bed-time ritual.

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Nandy's bedtime

If there is an Arcadia, it is here

Liz Heron reports on how the DES sees art teaching in secondary schools

"The message is about the relationship between pupils and teachers. The object is to give pleasure and a measure of confidence in what education can achieve." This was how last week's press conference introduced a report on what constitutes good art teaching in secondary schools, just published by the DES.

Art in Secondary Education 11-16 (HMSO £4.95) contains the fruits of "an enquiry about quality" carried out in a selection of secondary school art departments in England during 1981 and 1982. It's a sequel to *Art in Junior Education* which the DES says sold 10,000 copies and is still in demand.

The starting point was a long list of schools, drawn up in consultation with specialist i.e. advisers. Many of these were visited by HMIs and 14 schools were finally selected as reflecting a variety of good teaching practices. They are described and commented on in an attractively produced book which is illustrated with black and white and colour photographs showing examples of pupils' work and classroom settings. A copy will be sent to every chief education officer in England and Wales, but the DES also hopes that schools will buy it, and would like to see it become a teacher-training resource - hence the format, glossier than the usual DES report.

However, the plurality of approaches and methods presented means that there's no suggestion of prescription. And the DES is equally at pains to avoid the implication that these are "top schools" for art teaching. The report points out that "many more of equal quality could have been chosen to demonstrate a range of alternative practices". The claim is that it was "the luck of the draw". None the less, what eventually

came out of the hat was fortuitously balanced, an unmitigatedly judicious cross-section, ranging from one social priority school in North East London to one major public school, and in between one grammar, one secondary modern and a mixture of comprehensives in which single sex and mixed schools are well represented. While it is certainly recognized that poor capitalisation allowances, too-large teaching groups and other factors in some schools make it hard to maintain high standards, the emphasis is on the quality of individual teaching in whatever circumstances.

The report sketches in the background to all of the schools, with details of art department staffing, facilities, layout of teaching space and subjects taught. It also describes in some detail what takes place in lesson-time, in some instances highlighting individual schools, graphically narrating the progress of a lesson and describing the minutiae of surroundings. Some chapters describe a particular art department, others pick out similarities or differences of approach, some look at the work of an individual teacher.

The book's protagonists - pupils, teachers, heads - are quoted impressively. Painting, drawing, pottery, sculpture, textile work, embroidery, screen-printing, photography are all observed. Pupils at Didcot Girls School have undertaken mural commissions for health centres, banks and other public sites outside the school. At Brinkburn School in Hartlepool pupils are involved in local arts projects. Group sculptures are created at a mixed comprehensive in Wigan where art and design are taught within a faculty of creative studies that also

includes home economics, needlework and CDT.

Differences in social and economic room for manoeuvre are also quite startling. At Marlborough College the aims of the art department are set high. Pupils are expected to develop verbal skills in analysis and criticism and to familiarize themselves with a range of critical concepts which they should apply to their own practical work as well as to their study of other artworks and developments in art history. The mastery of these critical concepts is fostered within a framework of ample resources and opportunities for first-hand study. It is certainly instructive to compare the scope for creativity and the acquisition of intellectual skills that exists here, with the constraints faced in other schools, especially where financial stringency has cut into art department budgets, though what is also evident is a different hierarchy of priorities and apparent differences in the underlying philosophy of art teaching, which is more consciously formulated and articulated at Marlborough than it appears to be elsewhere.

At the opposite end of the spectrum from Marlborough is Haugh Shaw, the small secondary modern in Halifax which has only one art teacher. This hard-working and versatile individual is praised for his high standard of teaching in print-making, drawing, painting, pottery, sculpture and photography. His imaginative and good-humoured style is also noted. Somehow he manages to fit film-making into the CSE syllabus.

HMIs have observed that it tends to be the craft and practical areas of the art syllabus that are worst affected by the cuts since they demand the most

expensive materials. Art teachers have to be "good scroungers" and teachers are admired for their success at prevailing on parents and on local industry to put their reject items and materials in the direction of the school art department. Ingenuity with materials is another quality that is greatly respected.

Although the phrase does imply the existence of certain criteria and assumptions, "good practice" says the report, wasn't something the HMI's understood in terms of preconceived ideas. But certain common features did emerge. These are catalogued in the report's conclusions. Pupils in the art departments that are regarded as successful shared certain characteristics: "The first of these was a confidence that their views were respected and their needs anticipated. They were not surprised to be consulted and appeared to meet the expectation that they would act responsibly. Respect for each other and the practical demands of working together appeared to provide an acceptable basis for self-discipline while pride in achievement or in the development of demonstrable skills contributed to further progress."

Teachers had high expectations of their pupils and displayed "a sound workday professionalism" as well as a high degree of commitment to their pupils and awareness of such things as change of pace and scale. Their readiness to demonstrate processes and the clarity and precision of the language they used were seen as having particular significance, as well as their use of the teaching and environment and materials to stimulate pupils' powers of observation and response.

Organization at department level,

at school level and in active relation to outside advisers were also seen as keys to success, while the role of heads was crucial in terms of the importance attached to the department within the school, and the consequent degree of support given.

"What marks the particular contribution of art and design to the secondary curriculum is that it emphasizes the skills and understanding rooted in the sense of sight and touch as well as feeling and intellect" the report observes in its concluding remarks on the nature of art education. Another point that's made is the evidence of a change in thinking about the balance of the art curriculum so that pupils' sensibilities are encouraged to be critically attuned to the contemporary media and the world outside the classroom. Although exam achievements are quoted throughout, the theme of exams is by no means central. One art department head is reported as saying that he doesn't feel the need to teach to an examination syllabus, although examination results are always outstanding.

If there is an Arcadia to be allowed within the school curriculum, it is here. In the words of one school head whose remarks are relayed in these pages: "art is one of only a few subjects where pupils are enabled to be themselves and to be given time to find within themselves a developing sense of value."

The HMIs have announced their intention to hold a series of regional conferences on art teaching, with the report as their focus. It will be interesting to see what kind of debate emerges.

Portrait of a psychopath

Made in Britain. By David Leland. Central Television July 10.

What are we to make of the last lap of David Leland's crusade? The title suggests a sardonic polemic: "so this is what Wilson/Heath/Callaghan/Thatcher have created". The writer who has nailed his progressive, re-scholarshiping and recently re-taking over the starring role of Miss Adelaide ("this well-known fiancée") in *Gyps and Dolls*. It was a daunting undertaking. Julia MacKenzie's performance was, of course, a hard act to follow and she had to work hard to bring something original to it. Her performance, though a great success, hasn't been noticed much by the press - the usual fate of those who "take over".

Both *Gyps and Dolls* and *The Beggar's Opera* close in October, and then her contract ends. What will she do next? She knows what she doesn't want to do: she won't capitalize on her "small funny lady" successes at the National, and she won't "go and do musicals". Sensibly, she wants to keep her options open.

Unless I missed the point, or points, *Made in Britain* did not enter either of these potentially interesting arenas. What it presented was, quite simply, a portrait of a psychopath. Trevor, unfortunately played by Tim Roth as a super-alert and hyper-active thing, started in detention and propelled himself purposefully towards god, meeting all well-meaning offers of advice along the way (and some were quite sensible) with the standard reply of "Bollocks. Piss off".

From the start of his school days he seemed to have been at loggerheads with authority, his vicious and vengeful obsession with "honesty" mirroring that of the Catherin in the Rye like a reflection in black ice. Teachers and social workers, progressives and radicals included, were wankers. Blacks were rubbish. Out on the street he was top of the class, and things were going to stay that way.

Leland's published comments on the education system suggest that Trevor should be seen as its ultimate indictment. What has happened, I think, is that Leland's inquisitive, present in the script in only shadowy form, has been sabotaged by an absolutely brilliant piece of



Tim Roth as Trevor

direction. Alan Clarke, who also directed that other loving essay in adolescent violence *Scum*, here built up a momentum so mesmerizing that any thoughts of ideology (beyond strictly medical ones) seemed out of place. People like Trevor exist in all societies, and restraint is ultimately the only possible response. If a "drama" leaves its audience feeling that its central character is "most appropriately served by a blow on the head from a police truncheon (yes, I know our previewer reacted differently) then it has surely failed by any standards of art. A young man living in Trevor's style who was not clinically mad would, if truthfully portrayed, evoke pity if not also terror: it would be hell inside his head. Inside Trevor's integrated parts all seemed in apple-pie order: he knew what turned him on, and he perpetrated his crimes with glee.

This series was a rarity not only through its focus on education television plays made on location and with few expenses spared are now seldom embarked upon by companies whose corporate eyes are neurotically fixed on the mephistophelean ratings. Leland has a calm, simplifying eye: it is a real shame that such high quality work and such scarce resources should have been squandered on the old-fashioned hobby horses of one blinkered writer.

Michael Church

Earthy

The Beggar's Opera. Channel 4, Wednesday 9 pm.

Next Wednesday Channel 4 presents Richard Eyre's National Theatre production of *The Beggar's Opera*. Directed by Eyre himself, and filmed on John Gueter's set in the Cottesloe Theatre, the television version is exemplary: it is both a sensitive record of the stage production and good television in its own right. It does itself justice (as so many "televizations" do not) by demonstrating just how much imagination and care, and how much comic and musical talent, can be packed into a single production.

Outstanding even alongside other very good performances is Imelda Staunton's Lucy Lockit, for which she received two SVET award nominations. Small, dark and intense, her Lucy is a comic ternaunt who hurls about the stage, bellowing out her songs. When she rests from her rages she stands threateningly close to people, panting, her face glaring up into theirs. Miss Staunton says that she thinks of Lucy as "a tiny, pregnant, mad woman".

Light mood

One from the Heart (15). Lumière Cinema, St Martin's Lane, WC2.

If Francis Ford Coppola was determined not to be typecast as the director of *The Godfather* and *Apocalypse Now*, this was one way to do it. Filmed at Coppola's Zoetrope studios and inspired by the neon brightness of Las Vegas, *One from the Heart* is an electronic celebration of the Hollywood musical, lurid, schmaltzy and so ostentatiously theatrical that the spectator who fails to notice that the lights go down when the mood is sombre and up when it is bright, has probably taken an early victim to the dazzling fluorescence of the credit titles.

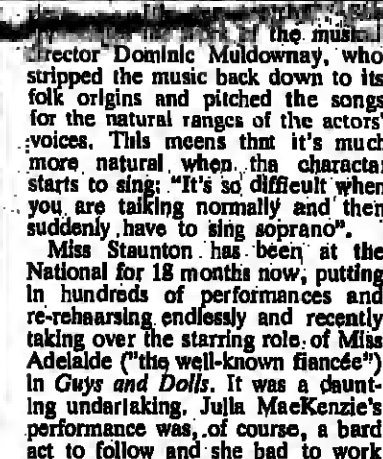
This nerve-racking environment is



Captain MacHasth (Paul Jones) with Lucy Lockit (Imelda Staunton)

not, apparently, the reason why Hank (Freddie Forrest) and Frankie (Teri Garr) can't get along together. Their sex life is not what it was, and over breakfast next morning, as the light fades, they tell precisely why they think that their affair has foundered. The truth is that they are just two boring people and when they set out to change partners, it seems possible that something interesting is about to happen. But so: Frankie picks up Ray (Raul Julia), a tailor's dummy which has mysteriously popped up outside the shop window she is dressing, and decides to run off with him to a tropical paradise, aptly named Bora-Bora. Hank gets entangled with a circus girl, Lella (Natasia Kinski), who is far too excited for him: after one night in a small car with her, he is inexorably drawn back to Frankie.

The choreography was informally



Frankie (Teri Garr) and Ray (Paul Julia)

supervised by Gene Kelly, so it rains. Frankie and Ray take the plane for Bora-Bora, while Hank sings "You are my sunshine" and the screen goes dark. There is, I suppose, a happy ending as natural daylight floods the set, the curtain falls, and the film is over. It is a play, Or was it? Bora-Bora, may be nearer than you think. Robin Rus

Leland's published comments on the education system suggest that Trevor should be seen as its ultimate indictment. What has happened, I think, is that Leland's inquisitive, present in the script in only shadowy form, has been sabotaged by an absolutely brilliant piece of

ARTS

Croc pot

Crocodile.
Cockpit Theatre, Marylebone.
Good Night, Ladies.
Greenwich Park Girls' School.
The Curse of the Werewolf.
Dulwich College Preparatory School.

One of the interesting things about going to the Cockpit Theatre is that one is never sure who one is going to see. Will it be the Cockpit Theatre Company, Cockpit Youth Theatre or even Brox Cepitx? Will names and faces be familiar, or will everything be new and different?

The latter was quite definitely the case with the ILEA theatre's most recent production, *Crocodile*. Set on a Roman galley in 68ac and produced by an outfit called the Crocodile Performance Company, it was a three-act drama quite different from anything else the Cockpit has done. Think of *Mutiny on the Bounty*, splice it with *Ben Hur* and more specifically *Spurlock*, add a leavening of Machiavellian politicking and you have some idea of its style, even an inkling of the plot.

After the murder of the captain, slaves, freemen, passengers and a talking crocodile are marooned on the galley (significant, that bit, since it becomes a microcosm of society, see?) and spend the voyage debating their individual values. No clear conclusions emerge - although we were, I gather, meant to be on the side of a couple of muscular, straight-talking slaves. Even without the politicking, however (come to that, even with it) this swashbuckling "political thriller" played on an inventive set of ropes and beams, was highly enjoyable. I didn't see the point of the croc, but it's as good a name as any for a play and a

company.

End of the school year, and the onset of the hols has been marked by a wide variety of school productions. Greenwich Park Girls' School saw things off in style with their own music hall. Half recreated performance, half documentary drama, *Good Night, Ladies* celebrated the old Parthenon Theatre in Greenwich.

The first act, "Behind the Scenes" depicted something of the running of the music hall. The second gave us the sort of evening its patrons might have enjoyed. If some of the "spec acts" there - acrobats, dancers and ventriloquists - frankly weren't up to much, I'm sure they were no worse than their foot-of-the-bill equivalents at the Parthenon. Going behind the scenes, however, taught both audience and cast (who researched and wrote their own script) far more about the hard realities of music hall than they could ever have gathered from *The Good Old Days*.

Making no concessions to the comfort of their audience, the boys of Dulwich College Preparatory School kept them glued to their uncomfortable low chairs for more than an hour and a quarter with the first act of Ken Hill's *The Curse of the Werewolf*. Quite honestly it didn't matter, for the production was as compulsive as a late-night horror film. Severed hands, howling wolves, eerie lighting, barmy aristocrats and batty German doctors were well to the fore.

Ken Hill's script could never be called subtle, and the DCPS production matched it in terms of broad humour, incident and spectacle. Half the hall was taken over for a scene involving skaters on a frozen lake. Many a regional theatre would be hard pressed to duplicate the elaborate lighting which gave instant snow storms, ultra-violet sequences and a final tableau depicting the destruction of Walpurgisdorf Castle complete with flames and smoke.

The amazing thing was that the young cast were able to compete with all - but not at a school which has mounted both *Moctehuh* and *Oh, What a Lovely War* in the past couple of years, that sort of thing is taken for granted.

I was unable to get to the production of *The Maths Musical* at Beal High School, South Woodford, but enjoyed the script and cassette which arrived to advertise it. The 40-minute show by Simon K Clarke sets out to demonstrate that "numbers mean no harm" and that "maths can be fun". Perhaps because it doesn't actually attempt to teach any, it succeeds.

Hugh David

Obsessed

Woyzeck.
Intake High School, Leeds.

Georg Büchner's *Woyzeck* is an odd choice for a school play. Its concentrated action and succinct lines make the plot seem over-schematic if the whole is not lifted onto a symbolic and poetic level. Moreover, Büchner's obsessive and pessimistic brooding on sex, jealousy and death demand of the performers a certain fullness of experience. This is hard for young people to convey and at the Intake High School certain lines lost their meaning and their resonance. In the comic scenes, however, there was no lack of confidence and panache and the circus act was greatly enjoyed both by performers and audience. The action moved smoothly and fluently from one episode to the next, aided by incidental music written for the occasion and by well choreographed dancing. The production as a whole brought energy and rhythm to what can easily seem like a very piecemeal play.

Intake High School runs a Theatre Arts course for which they interviewed candidates, taking on 30 pupils. The new drama group, however, little about this production, they could not have been achieved ordinarily in other schools. One outstanding performance was that given by Michael Brooksbank as the eccentric doctor, who delivered a memorable lecture standing on a step-ladder holding a writhing snake. He had so convincingly mastered the mannerisms of an intergenerational that it was hard to believe the actor was in fact 14. Woyzeck, in his passionate confusion, was well acted, while Maria Fussy's grandmother, fiocally revealing her inhuman sight, brought the play to a suitably chilling close.

Frances Spalding

Vikings

Two young graduates from Worcester College of Higher Education, who have started a dance-drama company offering educational projects to schools and youth centres, were the inspiration behind this hour-long dance performance by 55 eight to nine-year-olds.

For Anthony Waller and Jenny Carr-Bowman were their third commission from Foley First School, Walsall, where previous projects had been *The Odyssey* and *The Curse of the Pyramids*. This time, in consultation with class teachers, *Beowulf* was chosen to complement a history project on the Vikings.

The production, the result of three days of concentrated group work in craft and dance workshops, traced the journey of Beowulf, to the court of King Hrothgar, the killing of the monster Grendel, a great sea battle, the coronation of Beowulf, the killing of the Worm, and the death and funeral pyre of the king.

Costumes, made by the children in craft sessions, were very simple but each mask, helmet or sword was a finished piece of work denoting the same high level of concentration which was evident in the performance.

Ann Fitzgerald

Clarion call

The Arts in Schools, the Gulbenkian Report published early last year, continues to have repercussions. Many conferences have taken place all over the country as a result of its clarion call to have the Arts moved from the periphery to the core of the curriculum. One of these was last November at the Institute of Education in London when it was proposed that a National Association for Education in the Arts be set up. Friday July 1 saw the inaugural meeting of the NAEA (the title is provisional). An inaugural address was given by Dr Kenneth Robinson, who was chiefly responsible for the original report and who has been involved in follow-up work ever since.

Dr Robinson is an entertaining speaker, able to mix enthusiasm for change with cautionary tales and practical advice, a recipe calculated to

provide the impetus for the 400 delegates from all branches of the Arts to pool their expertise and set up an organization that will prove to be more than a talking shop. He was not, he said, pleading a special case for the Arts; instead we should see the Arts as part of the case for quality in education in general. In sessions following the address, delegates discussed in groups the potential aims and then the organization and structure of the NAEA. At the final plenary session, chaired by Tony Dyson, nominees made a brief statement of each group's proposals. The delegates requested the organizers of the conference, Dorothy Taylor and Tony Dyson, to choose a steering committee of 14 or 15 representatives of all the associations and various interests represented on Friday to draw up a constitution. An AGM is planned for September.

Heather Neill

Jig-saw piece

The Way I Am, The Way We Are.
Berkshire Theatre-in-Education

More than 30 Reading juniors stayed behind after school to watch *The Way I Am, The Way We Are*. They were not disappointed, and nor were their teachers, for the production was one of the best and most engaging pieces of theatre-in-education I have seen for some time.

Funded by Berkshire County Council, it has been devised by Annette Cotterill with a team of her ex-students from Bulmershe College of Higher Education, now all full-time teachers themselves. The original brief was for a multi-cultural project to promote community relations in the Slough and Reading area. The production, which has been touring junior schools in the two towns, does that and a lot more besides.

Right from the start - from the very moment they entered the hall in the performance I saw the children were actively involved in a

battle between Red, Yellow, Green and Blue as to who was best, and most useful to the community. Red looked after the household, Yellow was foodstuffs, Green controlled sources of power and Blue the environment. Their squabbling took the form of a race to complete giant jig-saws depicting their spheres of influence - a race in which the audience too were quickly involved. In fact they controlled it. They said which pieces went where and made the crucial suggestion that the colours should bury the hatchet because all four jig-saws actually fitted together to make one enormous, carpet-sized picture of the world.

Thus, on a concrete operational level at least, the point was made. A background booklet for teachers suggests how the initial enthusiasm can later be channelled into work in various areas of the junior curriculum. How successful that is remains another story, for having started things off Annette Cotterill and her team wisely depart and leave follow-up work to the classroom teacher.

At least, that's the theory. One of the actors confessed that the hardest part of the whole show was getting away; persuading their audiences that the piece was over. H D

Canvas flats

Alice in Wonderland.
St Audrie's School, Quantoxhead.

A warm summer evening in the magical setting of St Audrie's School has all the qualities and none of the perplexities of a Lewis Carroll *Wonderland*. The atmosphere is aesthetic, civilized and it was obvious that the school production of *Alice* was received warmly by the audience. It is one thing, however, to perform a school play for home consumption and quite another to invite the general public who will not necessarily recognize or appreciate the house jokes.

The girls of St Audrie's were terribly handicapped by restrictions of their traditional stage as an acting area, and their stilted script which reduced Lewis Carroll's dazzling imagination to a series of barely linked rumps that tended to extract the wonder and disturbance from *Wonderland*. One longed to put these girls into a drama studio, away

from their traditional canvas flats, and get them moving and improvising, "becoming" the characters of *Wonderland* rather than remaining the girls of St Audrie's. Having said that, there were some nice individual performances: Red Queen with vitality, a hilarious Tweedle Dum and Tweedle Dee and some magnificent costumes designed by Tilly Bradford, but only at one point, during the Court scene, did one feel that the girls were working together as a group. At this moment the whole production took on a new coherency; there was concentration; gone were the give away eye flickers to the audience, in which role is inevitably lost.

There is much talent, enthusiasm and goodwill at St Audrie's and a lot of hard work went into this production, but future productions should seriously assess the advantages of abandoning their stage, and set scripts and working (because acting is hard concentrated work) in a more liberating open area.

Mavis Hampson

In Stock

Common Stock Theatre Company's new summer show, touring parts and community centres until September, is a must for London children and their parents on the long afternoons of the holiday. *Magic Powers* (for 24 hours) is a collaboration between Common Stock, local primary school children and writer Tony Coult. Brought through a series of workshops and story-telling sessions with Hammermill children, *Magic Powers* is a story, with an authentic feel and a refreshing lack of sentimentality.

Totally modern variant of the Faust legend, Jack, the last of a line of two argumentative sisters, is lured into perdition by Mephisto (on a white

the bot-line from down under) and by her own delicious fantasy of turnip roads into liquorice and rivers into syrup. Tag, her tough, oo-fies-on-me punk sister, hilariously played by Nicola Kaitrens, saves her of course, aided by a troupe of slapstick clowns (angels?) who speak an enchanting brand of pidgin Italian and foil the devil's plans for ending the world.

All this in one magical hour, for the story is pacy, tightly scripted and delivered with tremendous panache.

Pam Schweitzer

Next week
DAN Jones on Clive James's latest non-novel; Ludovic Kennedy on the history of ITN and *Weekend World*

BOOKS

An oeuvre in elegant order

The Portable Edmund Wilson. Edited by Lewis M Dabney.
Penguin £3.95. 0 14 015 098 6.

"As an American, I am more or less in the eighteenth century", wrote Edmund Wilson at 60, and it is certainly not easy to fit him into any of the available modern categories - Johnson or Diderot are far closer to the spirit of his work than any of his contemporaries. Essayist, biographer, historian, traveller, polemicist, he was above all "a man of letters", passionate about books and writing and full of broad intellectual curiosity. His concerns ranged far beyond the ordinary literary spectrum into cultural matters such as the Dead Sea Scrolls and the state of the native American Indians, long before these were popular topics. He never settled for either the conventional role as a university professor or as one of the "herd of independent minds" which occupied the literary metropolis of New York. His independence of mind was genuinely stubborn and combative. He managed to keep his anti-Stalinism out of the Cold War chorus and fought bitterly with his friend Nabokov over the latter's pedantic translation of *Eugene Onegin*. Equally, despite his small-town New England way of life, he was so isolated aesthetically.

As a critic, he was at his best on writers such as Dickens who were directly engaged with the crises of their society, and nothing irritated him more than the whimsy of Tolkien or the thin formulas of detective stories. He is not a startlingly original critic, and he had no dominating theory. The strength of all his work is its lucidity and its ability to simplify

other people's complexities, communicating with a broad non-academic audience of intelligent readers like himself. This approach has, of course, its dangers and limitations, and Wilson can never bring out the subtle and secret life of a literary text with the art of an Empson or Ricks. Where he excels, rather, is in *introducing*, in mapping out the biography, history, and ideas which surround any piece of fiction or poetry. No one is better at making the abstruse and difficult less alarming, and even if his reading of, say, *Ulysses* now seems partial or even naive, it had the admirable function of encouraging people to read it in a level-headed way.

This anthology is extremely satisfying, and provides far more than a selection of snippets, it has the force of intellectual biography as it puts Wilson's enormous and disparate oeuvre into an elegant and illuminating order. All the major works are solidly represented: there is an essay on Joyce from *Axel's Castle* (a pioneering study of Symbolism in literature), a chapter on Marx and Engels's partnership from the enthralling history of socialism thought *To the Finland Station*, and the first attempt at a Freudian reading of Dickens, from *The Wound and the Bow*. Sadly unfamiliar in Britain, but given justifiable space here is the literary history of the American Civil War, so even Wilson observed with his customary scepticism. There is also much pleasure of a lighter, bedside kind in the slighter vignettes of autobiography, including an account of a ghastly weekend with Scott and Zelda Fitzgerald and one of his many swipes at England where "good breeding is something you exhibit by snubbing or scoring off people".

Rupert Christiansen

Passion and pain

Poems and Songs of Robert Burns. Edited and introduced by James Barke.
Fontana £2.95. 0 00 63674 0.
Hardy's Love Poems. Edited with an introduction by Carl J Weber.
Moscilam £3.95. 0 333 34798 6.
The Love Poems of John Donne. Edited and introduced by Charles Fowler.
Macmillan £2.95 0 333 35179 7.

Selected Poems of Thomas Hardy. Selected and introduced by James Reeves and Robert Giffings.
£1.25. 0 330 28051 1

Poems and Songs of Robert Burns is the least well-presented (curling cover, dismal see-through paper) but most useful member of this quartet. First published 24 years ago, it is the only collected Burns in paperback - the nearest competitor is the "very full selection" in Everyman and it comes complete with a somewhat hagiographical introduction, chronology, thorough marginal and

alphabetical glossaries, and an index of titles and first lines. Doubtless Macmillan have this Scottish Lotherlo in mind for the Paperback list to which they have now added the love poetry of John Donne ("the perfect gift for lovers everywhere") and Thomas Hardy. The Hardy volume is particularly fascinating because the 117 poems in it are not only amount to one of the greatest bodies of love poetry in the language but also tell the absorbing story of Thomas Hardy's long, passionate, painful relationship with Emma Gifford; this edition is also distinguished by a series of ten introductory essays linking the poems and the poems. The *Selected Poems of Thomas Hardy* enters a crowded field. It contains some disgraceful printing errors but its merits are Reeves' coherent selection and typically forthright introduction, and its acceptable price.

Kevin Crossley-Holland

System of signs

Course in General Linguistics. By Ferdinand de Saussure. Translated and annotated by Roy Harris.
Duckworth £24.00 and £7.95.

De Saussure did not in fact write the *Cours de linguistique générale*. It was compiled after his death from the lecture notes taken by his students at the University of Geneva between 1906 and 1911. The gospel of modern linguistics and semiotics thus raises problems of authenticity not unlike those associated with the other Gospels.

As far as I know, however, no one has attributed divine authority to de Saussure and the textual problems of the *Cours* (what did de Saussure actually say and what did he mean when he said it?), are peripheral to the real interest of the work. The *Cours* is a seed which has all but vanished into the plant generated from it. De Saussure redirected linguistics away from

the historical study of language families and, by insisting on language structure and the nature of language as a system of signs, created semiology and anticipated the basic concepts of Structuralism.

Roy Harris has done a good job of translating and introducing the *Cours* through the two terms *langue* ("language") and *parole* ("speech") are commonly retained in English writing on linguistics in the senses which de Saussure gave them and the use of the equivalent English expressions is more confusing than otherwise. But the real question is whether the *Cours* itself is now more than a historical monument and whether it was worth translating. Most readers will find little here that they would not assimilate more easily in other books on Saussurian linguistics and one might say that the *Cours* succeeds as an inspiration to others has almost made it redundant.

Paul Caron

The Barbarians speak

The Persian Empire. By J M Cook.
Dart £12.95. 0 460 04448 6.
The Cambridge Ancient History. Part 3. Edited by John Boardman and N G L Hammond.
Cambridge University Press £25.00. 0 521 23447 6.

In Aeschylus' *The Persians* we hear the authentic rhythm of one of history's most decisive conflicts. The author served at Salamis and as his play received a prize at its first performance, it is fair to say he reflected the overwhelming opinion of his fellow countrymen to the dominant power of the day. The play might have been set at the Persian Court, with an all-Persian cast, but it reflected the Greek case. History is written by the victors and we are all heirs of the Greek written tradition, if we do not have to be of their prejudices.

J M Cook, a former director of the British School of Archaeology at Athens, has put teachers of classical history in his debt by allowing the people whom the Greeks denigrated as barbarians, and whose civilization they overtook, to speak and speak quite eloquently, through the inscriptions and majestic statuary which is all that is left to us. He has excavated extensively in Asia Minor and he cites examples from what remains of the Persians' physical world to help redress the imbalance. For instance the rich remains from the Lycian Satrapies, the world of Mausolus.

Among a mass of information, conveyed with humour and a certain elegance, there is much evidence of Greek and Persian cultural interpenetration, such as painted tombs depicting a relaxed bourgeoisie, existing a world away from the strict dress of Persepolis, and of some influence of the sublime Greek sculptural and architectural tradition.

softening that same stiffness. Xerxes' ancestors were sprung "from the shower of heavenly gold" and Cook paints a portrait of the opulent society over which the Great King ruled. It was a society on which the expansionist Greek peoples of the eighth to sixth centuries could make little impact, at least as far as their own mercantile interests were concerned. They took the model of their system of coinage from the Asians, but the Persians showed interest in little more than the Greeks' painted pots. Later, after they had had a taste of Hellenic fighting prowess, the Persians imported their warriors as mercenaries.

The early Greek city states had to find *lebensraum* to the west, in Sicily and the Mezzogiorno. The Cambridge Ancient History, to which Cook has contributed, has now reached this important formative stage in Greek civilization with its volume on "The Expansion of the Greek World". This is the second edition of this important revamping of the 1920s masterwork, complete, again, with up-to-date archaeological material. We shall have to wait some time for the Cambridge account of the great clash with Persia and the Athenian golden age, but in the meantime there is no better way than the present volume to catch up on the dawn of classical history.

Together these histories perform a valuable role; of reassessment, not revisionism, of great civilizations. An emphasis on what unites rather than divides.

John F Crossland

Volume Three, Part I of *The Cambridge Ancient History*, dealing with the prehistory of the Balkans, the Middle East and the Aegean world from the tenth to the eighth centuries BC, has also just been published at £40.00.

Tom Corfe

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BOOKS

Through German hoops

Michael J Smith on practice materials

Prima. By David Sprake. Oxford £2.50. 0 19 832397 2.
Kleine Geschichten. By G Richardson and G H Soles. Edward Arnold £1.60. 0 7131 0657 5.
Schreib mir bitte! By David Phillips, Caroline Filmer-Sankay and Claire Moreland. Harp £2.25. 0 245 53808 9.
Freude am Verstehen By Susanne Alway and Douglas Gray. Heinemann Pupil's book £2.50. 0 435 38020 6.
 Teacher's book £3.95. 0 435 38021 4.

In den Zeitungen. By Ian MacDonald. Edward Arnold £1.95. 0 7131 0811 8.

Many teachers of modern languages in secondary schools find, as they near the public examinations, that their ordinary course-books need to be supplemented by extra materials for practice. In the various hoops through which their pupils are required to jump: oral tests, essay-writing, letter-writing, comprehension exercises. Here is a collection of such aids in German.

David Sprake's *Prima* practises the various types of oral test which one may encounter across the examination boards: general conversation, questions, the narration of stories based on pictures and, finally, role-play. The book is accompanied by a tape (not here under review) of the passages for listening comprehension. Particularly attractive is the way in which the author endeavours to make his own personal acquaintance with the pupil, thus perhaps enhancing the latter's self-respect: a useful little section entitled "Preliminary advice to pupils".

Answers to a question; thus enabling the oral examination to resemble a natural conversation rather than a third-degree interrogation.

In this same section students are advised to give fictitious answers, rather than none at all, and to avoid the use of dictionaries and thus of howlers such as "ich habe ein Flussbeistreichholz gesehen". Also valuable is the advice given to pupils at the beginning of each section on the practice of "most boards".

The format is pleasantly uncluttered, but the only illustrations are those that are necessary: the pictures for comprehension and story-telling. They are rather dull and cluttered with excessive and un-

natural activity. One also wonders why, as happens so often, the atmosphere of these pictures in British rather than German, which could have added verisimilitude to the admittedly artificial situations of most examinations; although the signs in a roadside lay-by and at a railway station are in German, in another a calendar displays the month of "DEZ" rather than "DEZ" and the legends outside a cinema and a café are all in English. Illustrators' briefs ought to be much more thorough.

Also on the debit side, one wonders why this book, ostensibly to practice oral work, contains a section the aim of which is said to be "to help you approach the writing (reviewer's italics) of these stories in an organized, business-like way." Perhaps writers also need to stick more closely to their own self-imposed briefs.

Richardson and Soles in their *Kleine Geschichten* also take their young readers into their confidence with an eminently common-sense introduction to essay-writing. This nononsense little book, for the middle years of learning German, contains 22 sections in picture form. The work is graded and progresses from filling in the blanks in a story to writing a completely free composition with the stimulus of a series of questions. Again the pictures are dull and somewhat over-crowded, but at least they attempt to be genuinely German.

Letter-writing is the topic of *Schreib mir bitte!* which is modelled in part on the same publisher's *Ami* letters by Ena Fowler. All kinds of letters are here: business letters, personal letters, notes, brief messages, postcard letters, descriptions, etc.

This wealth of models is intended for study and as a basis for exercises. One particularly valuable facet is the setting out of useful phrases in grids according to which kinds of letter they should be expected to appear in. There are specific sections on writing a letter and addressing an envelope *auf Deutsch*. The actual writing of complete letters is expected only after preliminary substitution and comprehension exercises. The format is very attractive: some of the letters are in handwriting, neat and easily legible, which lends authenticity and gives valued practice in deciphering script. The subtitle of *Freude am Ver-*

stehen is "Multiple-choice questions for German comprehension". Using 10 everyday themes and based on examinations currently in use, it tests not only reading but also listening comprehension, in about equal measure. The accompanying tape being here not under review. Exercises include: questions, substitution, completion, the finding of synonymous phrases. Despite the subtitle, there are also some non-multiple-choice questions in English. A German-English topic vocabulary accompanies each section, and the instructions are all in German. There are no illustrations and the inside appearance is rather functional and dull, reflecting perhaps the educational publisher's dilemma in these financially stringent days.

I would take issue with the authors when they categorically state in the preface to the teacher's book that "the vocabulary is intended for learning rather than for reference" and suggest that it be "learned at an early stage in the work on any theme".

Even given the concession that they "have primarily O Level students in mind", this seems to be putting the lexical cart before the horse. *Pace* Alway and Grey, vocabulary learning ought surely to be meaningful and should, therefore, constitute a final reinforcement of work already done with the same, now familiar, lexis.

The inculcation of vocabulary is the stated main aim of *In den Zeitungen*. These genuine extracts from German newspapers include not only news items but also advertisements; the brevity of many of the former and the variety of the latter help to make this little volume attractive, in appearance at least.

Constant battle for motivation. The extracts are graded for CSE, O Level and students in the lower sixth (writers and publishers have to bedge their bets these days) and tasks include questions (in English and German), multiple-choice tests, true/false and word-matching exercises. Extended assignments involve writing one's own news reports. "So you pay your money (perhaps increasingly likely to have come from the PTA fête than from your choice) and you take your choice. Maybe it will depend on which particular examination hoop your pupils need most practice in jumping through, but here is an interesting collection of material from which to make that choice."

Children's literature
Chill of terror

The Edge of the World. By John Gordon. Patrick Hardy Books £4.95. 0 7444 0005 8.
The House on the Brink. By John Gordon. Patrick Hardy Books £4.95. 0 7444 0004 X.

John Gordon's *The House on the Brink*, first published in 1970 and now reissued with a new novel *The Edge of the World*, is one of the most frightening books I know. It gains its effects through a very precise and delicate apprehension of sense perceptions: Gordon knows so acutely what it is to see, to hear, to touch, he makes one feel blind, deaf, numb. The prose is clipped, pared to the bone, intent on its purpose. Because Gordon recognizes that the root of terror is in the mind, he can turn his brilliant descriptions of the interaction of man and landscape into pure, cold feeling. The story builds to a searing climax with relentless pace, and unlike his energetic first novel *The Giant Beneath the Snow*, there is no extraneous matter clogging the works. Thirteen years on, it still seems as fully, as clearly achieved as it did when it first appeared.

The Edge of the World has many of the same qualities. These two sentences, for instance, show the wonderful economy with which Gordon can convey quite complex sensations: "A leaf trickled along Kit's bare arm and she shivered. The low branches bent towards her, heaping deep shadows." His style is too lean to accommodate our cumbersome grammar: "A slithering thin chuckle" is a complete sentence. Wordless sounds are put into words with such exactness that they almost give up being words and become words as they are read: a which makes "a bird-like chirruping, thin and whickering, as though her mouth was full of tiny, squeaking creatures"; adolescent Kit and Tekker are assailed by a "rushing white-

tle... like the slow breathing of an enormous throat".

Writing as hard and incisive as this could only come from a very considerable talent. *The Edge of the World* is full of sentences and images with this sort of punch. But the sad truth is that since *The House on the Brink* John Gordon's control over character and story has become less and less secure, until in *The Edge of the World* all there is to admire is the diamond sharpness of the prose. The characters and their dialogue are never convincing, while the story is contrived and, because it tries too hard to evoke wonder, dull. The verbal sparring of the adolescents in the first chapter is embarrassingly inept.

Early on in *The House on the Brink* Dick comes out of a party of literary talk at the house of neurotic Mrs Knowles musing on the look of water. "Rain-faded Venice," he said. Mrs Knowles would have liked the phrase, even if her dark diver inspired it. But it was a phrase by itself. It led to nothing. "Most of the best things in *The Edge of the World* are just that: phrases by themselves, leading to nothing."

Readers will still feel the intermittent chill of terror as Kit and Tekker pursue their quest to save Kit's brother Don from supernatural captivity. No one could fail to share a sense of threat when well-meaning but ineffectual John Welbeck comes face to face with evil Ma Grise: "Only her eyes moved. Little licks of green, they slid like snails behind her glasses, left and right, before they centred on him and held steady. "But that chill comes from a response in Gordon's breathtaking verbal skill, not from any fear we have of Mr Grise."

John Welbeck, like Kit, Tekker and the other characters in which Gordon injects them with the adrenalin which, as Alan Garner observed reviewing *The Giant Beneath the Snow*, he uses for ink.

Neil Philip



Get by heart

Answering English Literature Questions. By Elizabeth Gordon. Macmillan Education £1.50. 0 333 30877 6.

Elizabeth Gordon's *Answering English Literature Questions* has nothing to do with literature and everything to do with English. It is a primer for success in O and A level examinations, addressed to the "candidate" and with frequent reference to "scripts" written by experienced GCE examiner at O and

A level. They show, every one of them, little more than a collection of questions from old O and A level papers arranged according to type - context, character study, compare and contrast, appreciation and all the rest - each one being followed by a specimen answer. The book shrinks the subject to the confines of a timed essay. Though it will assuredly help many a "candidate" unthinkingly through the examiners' hoops, it will not teach young people anything at all about literature.

HD

RESOURCES

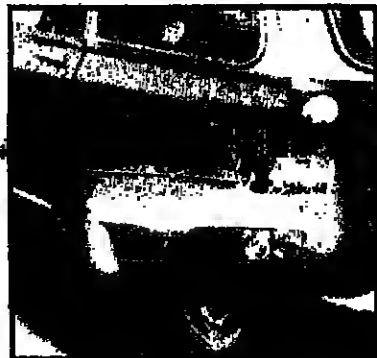
Science on the cards

Jackie Hardie reviews
Basic Science
Workcards for
teachers and students

Basic Science Workcards
 Complete set of teacher's cards
 A87340/8 Biology, Physics and Chemistry £42
 A87345/7 Physics and Chemistry £30
 A87347/6 Biology £17
 From Philip Harris Ltd, Lynn Lane, Shenstone, Staffs WS14 0EE (0543-480077)

There are two types of card in the series, one for the teacher and one for the student. Each card of the teacher's set is A4 in size and laminated, with two holes in the short side for easy storage in the plastic ring binder. There are 136 in the Physics and Chemistry set and 67 in the Biology set. Each set is divided into topic units with a reference number (in Biology "Food and Feeding" is F1, in Physics and Chemistry "Reflection of Light" is L3). These are then divided into numbered sub-sections (eg reflection of light from a plane surface is L3.1) and the cards related to that topic numbered consecutively. So the experiments on this aspect of light reflection are L3.11 to L3.15.

As a contents list appears in the catalogue but does not come with the cards, you must remember



From *Reflection of Light*: Rays of light from an overhanging car are reflected into the driver's eye.

either to photocopy the list (copyright?) or have the patience to look through the whole set to discover exactly what is covered. There is nothing new; the experiments are familiar - just what would be expected in a set called "Basic Science".

The design of the cards is always the same: a coloured heading (a different colour for each main topic), an apparatus list and instructions on the first side. Next to each item on the apparatus list is a number which serves to identify the item in the teacher's stock - the number is repeated in the photograph of the assembled apparatus accompanying the instructions. These numbers are an aid to storage, collection and assembly of equipment, but as no collated list comes with the set, their inclusion is meaningless and somewhat distracting. Moreover, as all the items are those (understandably) available from Philip Harris, there could be confusion if, for instance, your low-voltage power pack was a type supplied by a competitor.

The photographs are of a reasonable quality and some will be useful. The best example, on card H1.21, illustrates the parts of a clinical thermometer alongside a picture of the mercury thread as it should look when the thermometer is held in the correct viewing position.

The instructions are clear, but the layout of the card is not as appealing visually as other science workcards on the market. Little attention has been paid to readability. There are frequent phrases like "the effect will become more apparent" (card H3.13) or "Humps of magnetic materials in the vicinity of your magnet" (card M2.12). Why couldn't the authors write "clearer (or easier) to see" instead of "more apparent"?

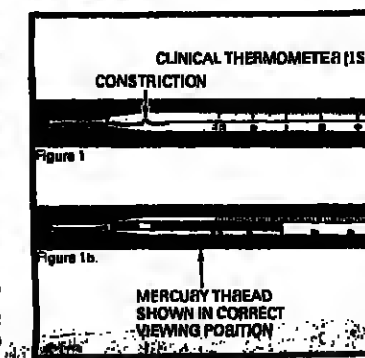
On some cards the notes are not as full as they could be. Card H1.21 uses a clinical thermometer and yet there is no advice about its immersion in antiseptic or disinfectant before use. Cross-reference to other relevant cards is given very rarely.

This article continues our science series commissioned by Chelsea College Centre for Science Education



From *How Food is Broken Down*: A student holds a cup of water so that the 'upside-down' student card drink.

and temperature); there are hints on experimental procedure, such as the advice to observe the image of a candle flame formed by a pin-hole camera in a darkened room. However, the notes sometimes "teach grandma to suck eggs", as on card C1.31, where the experiment needs sodium hydroxide solution and the hint is to prepare this before the lesson.



On some cards the notes are not as full as they could be. Card H1.21 uses a clinical thermometer and yet there is no advice about its immersion in antiseptic or disinfectant before use. Cross-reference to other relevant cards is given very rarely.

This article continues our science series commissioned by Chelsea College Centre for Science Education

Card C3.32 refers to C3.12 in the same unit but I could find no work in Physics cross-referenced to Chemistry and/or Biology. This is a pity and makes the absence of a contents list an even greater handicap. The clinical thermometer features in the temperature section of Physics and Chemistry, but there is no mention of this card or even the skill in the "Body at Work" section of the Biology set, where work on body temperature would seem more relevant. The suppliers' claim to have made each unit "self contained" could explain the absence of references.

On the left of the reverse is the student "extension", which also appears on the student's card. In many of the Physics and Chemistry units this features a photograph and a sentence or two of information.

I would regard "extension" as something which would "stretch" the students, making them think in a situation related to the investigation they had done. But there is hardly any of this. In a few instances no extension work is given; in others it is of a kind a teacher could use to introduce a topic. For instance, card M1.11 on "Pushes and Pulls" has an investigation with a dynamometer and extension work which is a photograph of a tug o' war (caption "Both sides are pulling against one another") and men pushing a car (caption "The vehicle is being pushed").

Sometimes the extension work on different cards is the same - L2.31 and L2.32 deal with reflection and have a photograph of a crystal glass. H3.13 or "Humps of magnetic materials in the vicinity of your magnet" (card M2.12). Why couldn't the authors write "clearer (or easier) to see" instead of "more apparent"?

On some cards the notes are not as full as they could be. Card H1.21 uses a clinical thermometer and yet there is no advice about its immersion in antiseptic or disinfectant before use. Cross-reference to other relevant cards is given very rarely.

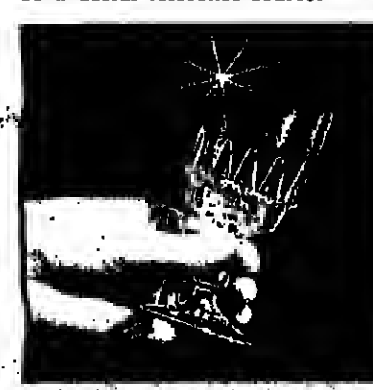
ly the authors could have thought of something more directly related to the experiment. Perhaps even a simple calculation.

Sometimes "straight" information is given. Card C2.12 has solubility curves, but there are no questions. Obviously teachers could create their own, but it would have improved the card if one or two had been included.

There is hardly any sense of fun or enjoyment. Does "Basic Science" have to be so serious? I rejoiced at the presence of two cartoons, one of an Indian rope trick (M2.23) and one of a shipwrecked sailor generating electricity from a lemon (E5.15).

The Biology extension is much fuller, with a paragraph of relevant information or appropriate photographs or diagrams - for instance the photomicrographs of fibres on M1.31 and plant sections on M1.31. There are some questions but, as in the other set, they seem to be incidental.

The cards were created for the overseas market, which explains why portable gas burners are shown wherever most teachers would use a Bunsen. As requirements of schools and teachers vary, it is possible for individual card selections to be made. Prices are quoted for 10 students' and one teacher's card for each experiment in a unit, but the suppliers will quote for any combination. The teacher's cards would be a useful reference source.



From *Refraction of Light*: Glass and diamonds are cut so that light travels in one face and out another.

Models
in the hand

Anamods
 Each Anamod model £6.90 from
 Griffin and George Ltd, Ballog
 Road, Alport, Wembley (01-997
 3344).

Anamods are distributed by Griffin and George Ltd, for Damon Instructional Systems. There are nine Anamods, each of a human organ system. They are made of three or four press-out parts on a flat sheet of markable, washable vinyl, printed in accurate colour. The parts are pushed out and assembled like a 3-D jigsaw. A display stand is provided and when the models are fitted together and displayed, they reach a height of about 14cm. The models of the adult brain, heart, kidney, infant lung and male reproductive system are life-size; soma are reduced (the female reproductive system is two-thirds life-size and the liver one sixth) and others magnified (the ear and the eye by six).

Each Anamod comes in a laminated card folder so that it can be stored in a filing cabinet or ring binder. These folders have notes on the particular system; the structural and functional details are accurate, but the style is best suited to able O level pupils or any A level candidate. The model parts are numbered and the folder

contains a detailed key.

At the end is a section headed "discussion points/activities". This contains interesting suggestions, like holding the assembled model of the liver or brain in an orientation that matches the organs' position in the human body. There are ideas for demonstrating difficult points like the relationship between surface area and volume, and suggestions for practical work. One describes a novel way for demonstrating that sound waves can pass through the bones of the skull. The most useful way is to block up the ears of a subject and then place a ticking clock at the forehead or jaw bone. Here, the suggestion is to use a record player, old 78 record, needle and pencil. The needle is pushed into the mouth; the needle is placed in the groove of a revolving record (the "volume control" of the record player being turned down) and as a result of the vibrations being transmitted along the bone of the jaw, the subject hears the music.

It is hard to see how these Anamods could be used by a whole class. Of course it would be ideal for each pupil to have one, but at £6.90 each that is unlikely to occur. It is probably best to have one or two of each type available for individual study.

Jackie Hardie

A search for new ideas in education.

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Love, sport, gangs

Contemporary English 1. By John Foster. (2nd Edition) Macmillan £2.95. 0 333 34357 3.
Contemporary English 2. By John Foster. (2nd Edition) Macmillan £2.95. 0 333 34358 1.
 Step 1: By Paul Groves, John Griffin and Nigel Grimshaw. Longman £1.95. 0 582 20145 4.

It seems only a short while ago teachers in secondary English departments were fighting to get their hands on the first sets of *Contemporary English 1* and 2. The books' appeal was immediate and obvious: they were CSE coursebooks which managed to be both attractive to work as well as relevant and even challenging in their contents.

It was in fact six years ago, and now both books have been reissued in a second, revised edition. You know they have because a red flash on the cover says so, but although some new ideas have been added, some old facts updated, the mixture is very much the same as before.

The books are still thematically organized, their sections still bear such inviting, provocative titles as Love, Sex, Gangs and Victims, War, and The Future.

Within these sections (five in Book One, four in Book Two) are grouped substantial extracts from novels, plays and various factual sources. Every page has at least one illustration, a news photo, a cinema still or a diagram, and most have work suggestions. These little blobs like miniature road signs also show whether the ideas are, for written, oral or drama work, reading lists or broader "assignments". Nowhere, however, are there exercises or lists of essays - nothing so formal, nothing so structured - just "activities" you can develop from each of the sections.

The themes covered by the books are indicative of their style. They treat fourth and fifth year pupils as people, and more specifically as people growing up in the world to-

day. Unemployment, racial prejudice, sex, love and violence all feature from time to time, presented "in the raw" in photos and newspaper articles as well as in the perhaps more sanitized form of literary extracts. That, surely, is what makes the books so rewarding in the classroom.

In such company most other textbooks would seem dull. The first book of Longman's new course, *Steps*, is no exception - although its very "traditional" nature is one of its major strengths. If textbooks are to be used in the teaching of "very basic language skills" it is best that they are clear and not too tricky. *Steps* has separate chapters on writing and all the usual areas, each one complete with several sets of exercises, one word self-mark tests as well as more extended comprehension and discussion work. Attractively presented, it is what it is, nothing more: the first book of a new traditional English course for less able pupils.

Hugh David

Physics on show



In spite of hosts of applications in their homes and lives, school physics remains baffling and remote from the everyday experience of many pupils. In order to unravel some of the mysteries, "Physics at Work" exhibitions were initiated by the Institute of Physics in 1968, and have been staged regularly ever since.

During a three-day exhibition held on June 28-30 at Waltham Forest Teachers' Centre, about 1,000 children aged 14 to 15 from schools in Waltham Forest, Redbridge, Havering, ILA and Essex visited practical demonstrations by Physics Aviators, Marconi Aviators, Rank Xerox, British National Committee for Electrotechnical National Maritime Institute, BP, North East London Polytechnic and the Central

Exhibition demonstrated a practical application of physics, such as the measurement of arterial pulse velocity (shown above), the operation of a photocopy and the testing of large structures in a wind tunnel. The exhibitors explained the physical principles underlying the application and then encouraged the children to participate and ask questions.

Children in groups of 12 to 15, accompanied by a teacher, visited the eight exhibits in turn, spending 20 minutes at each. This is a tight schedule but it is designed to enable all the children to get the most from their day.

An aid to their understanding is the information pack which is sent out to schools and distributed to pupils about two weeks before their visit. In it there is a summary of each exhibit and questions about it.

The exhibition has two aims: firstly to reveal the many and exciting career options for engineers and scientists and secondly to ensure that the value of physical science is understood by those children who may never enter the field. The future of science in Britain will depend on the awareness of future generations, so Physics at Work is an investment in both.

Jackie Hardie

Testimony of Labour

The Labour Movement - Robin Buss reviews 'What Went Wrong?'

What Went Wrong?
Channel 4
July 16, 23, and 30, 7.30 pm

"As far as I was concerned, the millennium had arrived," says one contributor to the first of these films, recalling the election of 1945. Tears of joy on the steps of the town hall and heroes returning to a land fit to live in, form the climax to this survey of more than a century of struggle and elicit the question that gives the series its title.

The history of subsequent Labour administrations and the party's current predicament are sufficient justification for that question. Post-war generations, if not overcome with laughter at the very idea of the New Jerusalem, may wonder how such optimism arose in the first place. The answer is here in Jeremy Seabrook's account of the growth of working-class consciousness and its expression both through political organizations and in the spirit of solidarity which, according to an interpretation subscribed to by all parties, extended to the British people as a whole for the period of the Second World War. This feeling of national unity in the face of a common enemy, reflecting the solidarity of the working class against its enemies, is part of the national myth and may help to explain the election of those who secured the Labour victory in 1945.

The ground covered is not especially new. What is different is the way in which Seabrook narrates it, though at first sight the mixture of comment, interview and archive film might seem to follow the standard



television formula for the representation of social history. Only as the film proceeds does it become clear that the formula is being used to subvert the established norm.

The testimony of labour activists which forms the bulk of the material is not offered as illustration of the pronouncements of some higher authority, but as the only valid source for an understanding of how working people themselves felt about their lives. Seabrook, occupying the place usually reserved for the "expert" commentator, is identified for what he is: a social historian sitting in the comfort of his study and reading from a sheaf of notes without the special authority conferred by voice-over or autocue. What he has to say is thus reduced to the same level as the pieces of statistical evidence, the archive film or the still

photographs which confirm the validity of individual testimony or generalize its political implications.

Make no mistake: the film-maker is there, insidiously as ever, arranging the material to tell a story which is familiar from textbooks. Here are the figures for life expectancy, industrial accidents, hours of work and rates of pay, sufficient explanation in themselves for revision at a system "in which the primary aim is the pursuit of profit" or the belief that "Socialism is the Hope of the World" (in the words of the *Socialist Hymn Book*). That is history and we can be moved in a sentimental way by the unpleasant realities it evokes.

"Mother was incredible really," says one speaker in an emotional tribute to just one of the miners' wives who washed, cooked and budgeted for children and for men who came back from their shifts saturated with coal dust: they managed through strikes, shared food with their neighbours, gave birth without hospital care and died in the back room. It needs no commentator's intervention to point out that the sufferings of the women, as much as the organized struggles of the men, created the ideals and values of the working class.

The experience of the children and grandchildren of the generation whose life this film records will be examined in subsequent programmes, ending on the usual discussion in which considered argument and expert opinion will no doubt have their say. It was good, for once, to see their authority subordinated to that of actual lived experience.

Young issues

David Self reviews 'Ear to the Ground'

YOUTH TELEVISION
Ear to the Ground
CITV for Channel Four
Mondays, 9.30pm

Once upon a time there were no television programmes for 18-25-year-olds. As soon as this became a cliché, people started making them. They were usually rather tedious rock 'n' roll shows in which groups and supposed comedians performed in studios filled with scaffolding, flashing lights, dry ice and clones of themselves. Now someone has had the wit to realize that not all 18-25-year-olds are rock fanatics; some are intelligent, and many are interested in the world around them.

To quote its own publicity "Ear to the Ground" is a current affairs programme aimed at the 18-25 age group, containing news of the week of particular interest to young people. It also contains more detailed filmed reports on everything from the fighting of young sportsmen and women to the dying commitment of the Peace Divisions. The production team is a group of these 21-



The Lobes, a family with their Ear to the Ground, re-enact some topical scenes

year-olds, working under a more experienced series producer.

It is presented by Julie Hall, a young graduate of Warwick University, and by David Barrie, until recently a pupil at University College School, Hampstead. During the first two programmes neither of them appeared to risk an ad-lib, but if they make as much progress during subsequent programmes as they did between those first two, they could soon be infuriatingly good.

The content has been predictably varied in both subject matter and quality. There was an excellent location report, called "The Meaning of L.I.F.E.", about the London International Financial Futures Exchange, which deserved a place in any magazine programme. Not unlike the Stock Exchange, there is so much frenzy in this market as options are traded that most of its brokers have to be in their early twenties. "We need people with stress," there is an adjacent coronary room for those who can't stand the pace.

There have been other good features: on a young photographer making holograms; on a Whitbread Youth Training Scheme; and on the youth wings of the political parties.

There have also been disasters: a studio interview on apartheid in sport in South Africa in which one of the right questions was asked, an unfunny situation comedy and a spot in which a "personality" looks back on his or her week. Mercifully, the last two were not in the second programme which implies an encouraging ability to learn quickly.

Journalistically, it could be much sharper. It would have been interesting to see the manager of Lip-ton's in Peterborough confronted by the accusations a young black was making about her treatment there, or to hear from the Merseyside garage owner who made so many deductions from an employee's wages that the boy's take-home pay was 16p. The victims deserve a chance to be heard - and what *Ear to the Ground* is in a unique position to achieve, is to let young people question those with power and responsibility.

The acid test of its success (or otherwise) is whether politicians one day consider an appearance on *Ear to the Ground* as important as on the Jimmy Young programme. For that to happen, the presenters must learn to be more perceptive (not abrasive) interviewers. And maybe they could get help with their links.

The Baggas' Opera, Wednesday, 21.00 C4

BRIEFINGS

radio & tv

Open University

Television (Saturday, 07.15 BBC1)
Why does the television test card look as it does? An explanation of how its construction helps the engineer check a particular fault.

Metamorphism in the Italian Alps (Sunday, 06.50 BBC1)
A study of how the European Alps illustrate the formation of mountains.

A Matter of Form (Sunday, 07.40 BBC1)
Under the general title of "Reading Development", this programme investigates ways of helping 13-year-olds think about work.

People Into Politics (Monday, 06.05 BBC2)
Three case studies filmed in Vancouver, Birmingham and Cracow of how people become involved in urban political movements. The Birmingham study looks at the opposition to the development of the airport.

A Policeman's Lot (Thursday, 17.10 BBC2)
How has a policeman's role changed over the years? Police instructors explain the new training scheme for recruits.

CE and general interest

Portraits of Power (Friday, 11.35 Thames)
Henry Fonda narrates the story of De Gaulle's return to power in 1958 in "De Gaulle Republican Monarch".

Well Being (Saturday, 16.35 C4)
A ten part series about the way people can maintain their own good health begins by asking, "Do you sincerely want to be thin?"

Back on Course (Sunday, 17.00, Friday, 23.00 VHF4)
A series examining opportunities for training and education available to the unemployed.

The Bottom Line (Sunday, 17.00 C4)
A look behind the headlines at what is happening in Britain's boardrooms and boardrooms. Andrew Neil reports on the recovery of Jaguar Cars.

The Baggas' Opera (Wednesday, 21.00 C4)
Paul Jones stars as Macbeth in the National Theatre production of John Gay's ballad opera.

The Tudor Face (Wednesday, 23.20 C4)
Coinciding with the V and A's major exhibition of Tudor miniatures, the director, Sir Roy Strong, talks about three famous miniaturists, Hans Holbein, Nicholas Hilliard and Isaac Oliver. Special film techniques reveal the details of the miniatures themselves.

Classified Advertisements

Index to Appointments vacant, Wanted and other classifications

Classified Advertisements Rates:
Single Column £1.84 per line (min. 3 lines).
Classified Display £10.50 per a.c.e. (min. 9.5 cm x 2 £198.50).
Box number facility £4.00.
Copy deadline (space permitting) Monday preceding Friday of publication.
Cancellation deadline 4.30pm Monday preceding Friday of publication.

Appointments vacant

Nursery Education
Other Appointments

Primary Education
Headships
Opputy Headships Senior Masters/Mistresses
Scale 2 Posts
Scale 1 Posts

Middle School Education
Deputy Headships Senior Masters/Mistresses
Modern Languages
Physical Education
Technical Studies
Other than by Subjects

Secondary Education
Headships
Remedial Posts
Art and Design

Classics
Commercial Subjects
Computer Studies
Economics
English
Geography
History
Home Economics
Humanities
Mathematics
Modern Languages
Music
Physical Education
Religious Education
Science
Social Studies
Speech and Drama
Technical Studies
Technology
Other than by Subjects

Special Education
Opputy Headships Senior Masters/Mistresses
Heads of Department
Scale 2 Posts
Scale 1 Posts
Appointments in Scotland
Independent Schools
Opputy Headships Senior Masters/Mistresses
Remedial Posts
Art and Design
Computer Studies
English
Geography
History
Home Economics
Mathematics
Modern Languages
Music
Pastoral
Physical Education
Religious Education

Science
Technical Studies
Other than by Subjects
Preparatory Schools
Headships
Classics
English
Modern Languages
Science
Other than by Subjects
Colleges of Further Education
Heads of Department
Other Appointments
Polytechnics
Other Appointments
Universities Appointments
Colleges of Higher Education
Other Appointments
Adult Education

Community Homes and Associated Institutes
Other Appointments
Youth and Community Service
Overseas Appointments
Administration
Local Education Authority
Education Psychologists
Examiners
Miscellaneous
Outdoor Education
English as a Foreign Language
English as a Second Language

Appointments wanted
Tuition
Educational Courses
Awards and Scholarships
Announcements
For Sale and Wanted
Holidays and Accommodation
Partnerships
Properties for Sale and Wanted
Typing and Duplicating

HEADSHIP
(RE-ADVERTISEMENT)
Cliff Lane County Primary School
Ipswich
Group 5: Ages 5-11
Number on Roll: 280

Applications are invited from suitably qualified and experienced teachers for the post of Head of the above-named school.

The school was built in 1939 to serve a pleasant residential area near the town centre. It contains a 24 place unit for junior children with special educational needs for which an additional allowance is paid.

The appointment will date from the beginning of the Spring term 1984.

Previous applicants who wish to have their applications reconsidered must please write to this effect.

Further details and application forms are available from the County Education Officer, Grimwade Street, Ipswich IP4 1LJ (see please) and completed forms should be returned by 28th July, 1983.

Suffolk County Council

CHESHIRE EDUCATION COMMITTEE
HALESBANK CHESHIRE
PRINCIPAL SCHOOL
Heston Road, Widnes, Cheshire

GROUP 5
HEADTEACHER

Application forms and further particulars are obtainable from the County Education Officer, Grosvenor House, Grosvenor Road, Warrington, Cheshire, WA1 1AA. Closing date for receipt of completed applications and interview is 11.00.10.1983.

DORSET
BRAMPTON ST MARY'S ROMAN CATHOLIC PRIMARY SCHOOL
Brampton Road, Dorchester, Dorset

HEADTEACHER (Group 5)
Application forms and further particulars are obtainable from the County Education Officer, Grosvenor House, Grosvenor Road, Warrington, Cheshire, WA1 1AA. Closing date for receipt of completed applications and interview is 11.00.10.1983.

HAMPSHIRE
HURSTFORD TARRANT PRIMARY SCHOOL
Hurstford Tarrant, Bournemouth, Dorset

HEADTEACHER (Group 5)
Application forms and further particulars are obtainable from the County Education Officer, Grosvenor House, Grosvenor Road, Warrington, Cheshire, WA1 1AA. Closing date for receipt of completed applications and interview is 11.00.10.1983.

Appointment of Headteacher

HEATHFIELD PRIMARY SCHOOL
Scotfold Road, Basford, Nottingham NG5 1JU.

Qualified teachers are invited to apply for appointment as Headteacher of the above school. The vacancy is created by the retirement of the Headteacher.

Number on roll: 170
Salary Group: 4
Vacant: 1st January 1984.

Application forms and further details may be obtained by forwarding a stamped addressed envelope to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.

Nottinghamshire County Council
County Hall West Bridgford
Nottingham NG2 7QP

HEADSHIP

Required for 1 January, 1984.

RICKLING C OF E (CONTROLLED) PRIMARY SCHOOL (Group 2)
Rickling, Saffron Walden, Essex.

Closing date: 5 August 1983.

Removal and disturbance allowance scheme in operation.

Please send foolscap a.s.e. for application form and further details to County Education Officer, Threadneedle House, Market Road, Chelmsford, Essex, CM1 1LD.

ESSEX County Council

CHESHIRE EDUCATION COMMITTEE
ST. ANNE'S C OF E PRIMARY SCHOOL
Latham Avenue, Warrington, Cheshire

HEADTEACHER (Group 2)
Application forms and further particulars are obtainable from the County Education Officer, Grosvenor House, Grosvenor Road, Warrington, Cheshire, WA1 1AA. Closing date for receipt of completed applications and interview is 11.00.10.1983.

HAMPSHIRE
HURSTFORD TARRANT PRIMARY SCHOOL
Hurstford Tarrant, Bournemouth, Dorset

HEADTEACHER (Group 5)
Application forms and further particulars are obtainable from the County Education Officer, Grosvenor House, Grosvenor Road, Warrington, Cheshire, WA1 1AA. Closing date for receipt of completed applications and interview is 11.00.10.1983.

HERTFORDSHIRE
THORN GROVE JUNIOR SCHOOL
Thorn Grove, St Albans, Hertfordshire

HEADTEACHER (Group 5)
Application forms and further particulars are obtainable from the County Education Officer, Grosvenor House, Grosvenor Road, Warrington, Cheshire, WA1 1AA. Closing date for receipt of completed applications and interview is 11.00.10.1983.

SURREY COUNTY COUNCIL

*FRINGE AREA LONDON ALLOWANCE £248 p.a. THROUGHOUT THE COUNTY.
*Temporary housing may be available.
*Generous relocation expenses in approved cases.

HEADSHIP

ST ANNE'S COUNTY FIRST
Stanwell, Staines

HEADTEACHER required January 1984 for this Group 4 First School for pupils aged 5-8 years.

Estimated N.O.F. (January 1984) 187 plus 20 Nursery pupils.

Salary scale £10,572-£11,784 p.a.

Application form and further details available from County Education Officer (TYPED), County Hall, Kingston-upon-Thames, KT1 2DA (a.s.e. please).

Application forms to be returned not later than 29th July, 1983.

ROSELLINI'S HISTORIC MASTERPIECE
THE RISE OF LOUIS XIV
"Nothing less than astonishing" CITY LIMITS
"One of the Director's most fascinating efforts."
Highly recommended
"An aesthetic experience"
GUARDIAN
TIMES

Progs 3.05 & 5.07.00.00

MINEMA 45 Knightsbridge
229-233 ALL SEATSMOONABLE

KENT COUNTY COUNCIL
EDUCATION DEPARTMENT
WATFORD COLLEGE SCHOOL
Swanmore Street
Watford, Herts. SG10 1SO.
Tel 533 1111 ext 44333
Teacher for Maths required
for 1985-86. Degree in Maths
state other subject skills if
applicable. Salary £11,000 p.a.
Candidate sending firm CV to
Mr. J. Swarner, Head of
School, Watford, Herts. SG10
1SO. Deigns considered for
Scheme for Secondary
Teachers. Applications
Allowed 28.04.85
Successful candidate to Head-
master with full curriculum
writing and marking
two referees and two s.a.'s.

THANET DIVISION
THANET DISTRICT COUNCIL
SECONDARY SCHOOL
Mr. R. J. R. Kent, Head
Assistant Teacher required
for 1985-86. Degree in
Mathematics and/or Computer
Science. Post in Thanet
area. Salary £11,000 p.a.
on term in first instance. Post
permanent appointment. Salary
£12,000 p.a. (inc. £1,000 p.a.
allowance). Applications
applicant. 10.04.85 13.04.85

ESSEX
THE ORNSWATER SCHOOL

Freshwater Lake, Rockley
 Tel: Southend 20231
 (Roll 13701)
MATHEMATICS, Brs 3
 Experienced teacher for
 second in department. 11-
 Co-educational, comprehen-
 sive, well-established courses
 to CSE and 'O' level.
 Apply directly by letter to
 the Headteacher with curri-
 cular vitae and names of re-
 ferences (footscap a.s.p.
 please). 1004631. 133420

Junior School
enroll (Age range 3-11 years)
JUNIOR DEPARTMENT with a
and MUSIC, Scale 1 (Postref:

School
Swansea
(on roll) (Age range 3-11 years)
required to take responsibility for the
throughout the school. Applicants
List 2 (Post ref: 6.13.83).

required for Special Education or
with special educational needs.
(10.13.83).

Primary School
Swanton, Swansea
(age range 7-11 years)
Ability to play the piano is essential. Scale

Comprehensive School
Swanton, Swansea
(age range 11-18 years)
Piano required to teach

DISTRICT

Primary School
d, Clydach, Swansea
Age range 5-11 years
or for Juniors is required to take
S' GAMES throughout the school. A
uld be preferred. Scale 1 (Post ref;

CT APPOINTMENTS
 Officer, Afan District Education Office, 40
 bol)
School
Port Talbot
 (Age range 3-7 years)

**Comprehensive School
Port Talbot**
(Age range 11-18 years)
OTHER required for the academic year

U.S. PE and also WELSH to Johns 1, 2
ref: 18-13-83)
d further particulars of the above-named
from the appropriate Office, on receipt of
envelope.
E for the receipt of completed application
20th JULY, 1983.

SECONDARY MUSIC

continued

CAMBRIDGESHIRE

SIR HARRY SMITH
COMPREHENSIVE SCHOOL
East Road, Whitstable,
Kent DA15 1JL
Tel: 01794 53331
10 comprehensive
Principal: Mr. D.T. Hill, B.A.
Required for 1983-84
Full-time teacher of Music
(11-14 years) with a strong
background in developing
the school's music
programme. The post is
a full-time position with
responsibility for the
school's music programme.
Application by letter direct
to the Principal, 10 East
Road, Whitstable, Kent
DA15 1JL. Closing date
31st July 1983. 153888

LEICESTERSHIRE

THIS ROCKINGTON

MILL Lane, Leicestershire

Leicester

In the Leicestershire plan

for the re-organisation of

secondary education.

11-14 years.

Roll 750

MUSIC SCALE 1

Required August for one

term. Music for all ages

of children. Interest in

choral work as well as

instrumental.

R.M.M. examinations

understand.

Further details from the

Head, Mr. P. Hill, apply im-

mediately with details of

qualifications and expe-

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BERKSHIRE

RICHMOND COMPREHENSIVE

School, 1000 Road, Warminster

Wiltshire, BA12 9JL

Tel: 01249 53331

10 comprehensive

Principal: Mr. D.T. Hill, B.A.

Required for 1983-84

Full-time teacher of Music

(11-14 years) with a strong

background in developing

the school's music

programme. The post is

a full-time position with

responsibility for the

school's music programme.

Application by letter direct

to the Principal, 1000 Road,

Warminster, Wiltshire

BA12 9JL. Closing date

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Education

Professional Assistant (Southern Area)

Applicants should be graduates with teaching experience. The post should be of interest to teachers seeking an initial appointment in LEA administration. The successful candidate will be based in Luton. Salary Scale £8,568-£10,071 (NJC APT.C Scheme Points 31-36).

Essential user car allowance. Car loan scheme. Approved removal expenses paid.

Application forms and further details from D. P. J. Browning, MA, Chief Education Officer, County Hall, Bedford, or telephone Bedford 83222, Ext. 353. Closing date - 25th July 1983.

The Council is an Equal Opportunity Employer.

Bedfordshire
COUNTY COUNCIL

EDUCATION

South West Hertfordshire Divisional Education Officer

Applications are invited for the above post from graduates with good experience of teaching and educational administration. An essential car allowance is payable. Salary National Joint Council Principal Officer Range J/K - £15,357-£17,547 plus £270 fringe area allowance.

Apply by letter to County Education Officer, from whom further particulars can be obtained, (Ret. Mail), County Hall, Hertford SG13 8DF, giving full personal details and the names of two referees. Closing date: 29 July 1983.

Assistant Divisional Education Officer

With good experience of teaching. Car allowance payable. Salary PD/E - £9,945-£11,703 plus £270 fringe area allowance.

Apply by letter to Divisional Education Officer, Little Casebury, 31 Hempstead Road, Watford, Herts, from whom further details can be obtained, giving full personal details and the names of two referees. Closing date: 29 July 1983.

Hertfordshire
County Council

A Unique and Exciting post

Northampton Juvenile Liaison Bureau

BUREAU CO-ORDINATOR PO1 (1-5) £9,945-£11,052

We seek to appoint to this important new post someone with drive and imagination, who has wide experience of working with juvenile offenders and who will bring an innovative approach to this work. He/she should be able to demonstrate that they possess the necessary management and supervisory skills to co-ordinate the work of the multi-disciplinary Bureau Team and should possess C/SW or a qualification in Teaching or Youth Work.

The Northampton Juvenile Liaison Bureau is a multi-disciplinary project, due to start in January 1984, aimed at diverting juvenile offenders away from the juvenile justice system, by providing a co-ordinated approach from the statutory agencies and maximizing the use of community resources.

The Bureau team will consist of a Teacher, a Youth Worker, a Social Worker, a Probation Officer, and one Police Officer from each of the two police sub-divisions covered by the Bureau. The Co-ordinator will be responsible to the Inter-agency management group for the development and management of the project. He/she will be expected to develop a corporate response meeting full use of the expertise within the team and establishing links with other agencies, including the wide range within the voluntary sector.

It is hoped that the Co-ordinator could be in post by 1st October, 1983 and will participate in the selection of team members during October.

For informal discussion before application, contact either Ben Foxor or Bob Williams, Social Services, on Northampton 6004-94833, Ext. 589/5683.

For a job description, background information and application form contact Personnel Section, Social Services, on Northampton 6004-36262, to whom applications should be returned by 1st August, 1983.

Selected candidates will be required for interview on both 24th and 26th August, 1983.

Northamptonshire
Education

OVERSEAS

continued

KUWAIT

AL BAYAN SCHOOL. Experienced CNE. Teacher. Salary scale £10,000-£12,000. 2nd level standard. 2nd in department. Librarian to develop a library. 2nd level standard. 2nd in department. Teachers considered automatically. Salary scale £8,000-£10,000. 2nd level standard. 2nd in department. Application forms available from: P.O. Box 10, Al-Halla, Kuwait. Closing date: 3 August 1983. Tel: 00965 (100751).

KUWAIT

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COUNTY COUNCIL. AN EQUAL OPPORTUNITIES EMPLOYER. SOCIAL SERVICES. PLYDE SCHOOL. Normal school. 6th class. FV3 0BE.

Fyde School is a Community School with education on the premises. The school is in the care of local authority and has a play behaviour difficulties.

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Southbury School 075 210 457
to 0175 210 457

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Further information and applications forms may be obtained from The Secretary General (A13), The Associated Examining Board, 100, Strand, London WC2R 0ET.

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Miscellaneous

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turers, 100, Strand, London WC2R 0ET.

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EDUCATION DEPARTMENT
EDUCATIONAL PSYCHOLOGISTS

£9,069-£14,888 Inclusive,
plus appropriate car allowances

Applications are invited for the post of Educational Psychologist in the Schools Psychological Service. Candidates should have an Honours Degree in Psychology, at least two years' teaching experience and a postgraduate qualification in educational psychology. This post has become vacant through promotion. Preference will be given to those with previous experience who can offer some specialist contribution.

Further particulars and application form from:
The Director of Educational Services
Education Office
265-269 High Road
Ilford, Essex IG1 1NN

Closing date: 2nd August, 1983.

Redbridge
London Borough

NORTHWICK PARK HOSPITAL
& CLINICAL RESEARCH CENTRE

NPW

Nursing Practice Research Unit

PROJECT LEADER

Salary Scale (UGC)
£7,190-£11,815 per annum

London Weighing Allowance: £1,188 per annum

Applications are invited for the post of Project Leader in the Nursing Practice Research Unit, a national unit, established by the Department of Health and Social Security, at Northwick Park Hospital. Applicants should hold an appropriate degree or social science degree; an interest in one of the concepts central to nursing; such as pain, sleep, or patient mobility; have suitable research experience, and preferably hold a nursing qualification.

The appointment is initially for a period of three years. The Project Leader will primarily be responsible for research concerned with the development of nursing care, to contribute to the broad development of the unit as a national centre for research in nursing practice. This includes an interest in the development of research techniques for Nursing Practice research in general.

Interested applicants are welcome to contact Dr Rosemary Crow, Director, Nursing Practice Research Unit, for informal discussion before submission of application. Tel: 01-422 1370.

Further particulars and application forms can be obtained from:
Personal Department (Nursing), Northwick Park Hospital, Watford Road, Harrow, Middlesex HA1 3UJ.
Tel: 01-884 5311, Ext. 2774

Closing date: 5th August, 1983.

MODERN LANGUAGE SPECIALIST

Leeds

One year temporary contract only to work as Education Officer, Continuing Education helping to launch a new multi-media French course for adults. You will be based in Leeds, alongside an existing BBC modern language specialist and will be expected to travel widely throughout the UK. There is no likelihood of the post becoming permanent.

Must have an honours degree in French (plus a good working knowledge of German) and considerable language teaching experience with adult students. A recognised teaching qualification and experience of the educational exploitation of broadcast language material and micro-computers desirable.

Salary £9,919 p.a. (may be higher dependent on qualifications) plus unconsolidated allowance of £511 p.a.

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ENGLISH AS FOREIGN LANGUAGE

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SUMMER & DRAMA

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Personal Announcements

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